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ABSTRACT

The main aim of the International Institute for Educational Planning's program "Training the Trainers" is to improve the technical skills of planning specialists and to develop their organizational capabilities so that they can run national training programs. The objectives of the workshop described in this reort were to design the content of national training programs and to prepare, for demonstration purposes, a limited set of teaching materials. The report is divided into three parts. The first presents a detailed program of the workshop, a list of participants and resource persons, and an evaluation questionnaire. The second part describes the training program and the training materials prepared by the participants during the workshop. The final part contains national reports on educational planning at the regional level from: (1) Kenya; (2) Ethiopia; (3) Malawi; (4) Tanzania; (5) Uganda; (6) Zambia; and (7) Zimbabwe. (JD)

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ED294847

The training of trainers in educational planning

Report of an IIEP workshop

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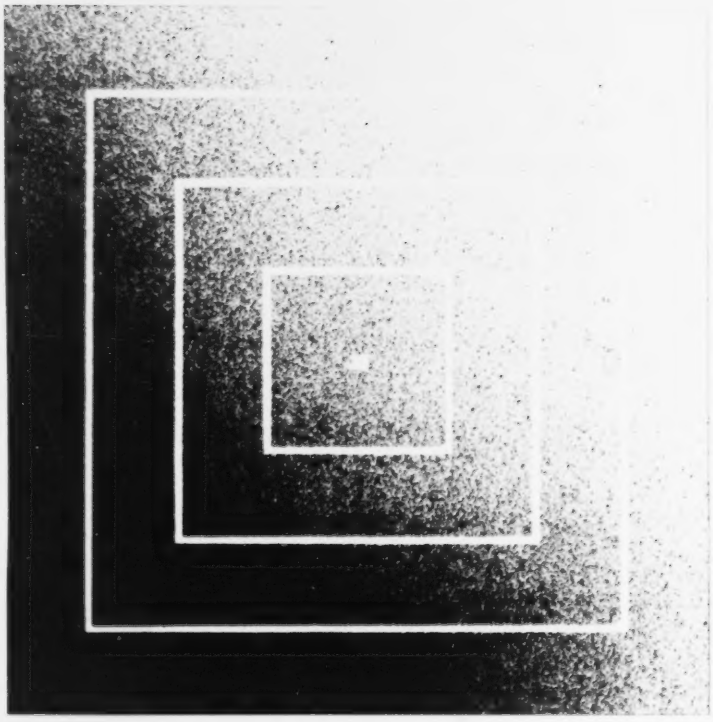

Nairobi, Kenya,
29 June - 10 July 1987

SP 030 197

International Institute for Educational Planning
(established within the framework of Unesco)

In co-operation with the Ministry of Education, Kenya

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Cover design by Paul Latsanopoulos

International Institute for Educational Planning
7-9 rue Eugène-Delacroix, 75116 Paris

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FOREWORD

To meet the growing demand from Member States for the training of planners and administrators, notably as the result of the decentralisation of educational administration observed in various countries, the International Institute for Educational Planning has launched a programme on "Training the Trainers". The Institute believes, however, that it would not be desirable to encourage the emergence of a permanent body of "professional trainers" liable gradualy to become cut off from the practice of planning. The main aim of the training of trainers programme therefore is to improve the technical skill of planning specialists and to develop their organizational capabilities so that they could run national training programmes.

As part of this programme, the Institute, in co-operation with the Ministry of Education of Kenya and in liaison with the Economic Development Institute, within the framework of the Unesco/World Bank Co-operation programme, organized a workshop in Nairobi, Kenya, from 29 June to 10 July 1987 for participants coming from English-speaking countries of Eastern and Southern Africa (Ethiopia, Kenya, Malawi, Somalia, Uganda, Tanzania, Zambia and Zimbabwe).

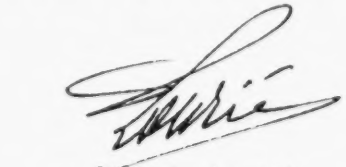
The objective of the workshop is twofold: to design the content of national training programmes and to prepare, for demonstration purposes, a limited set of teaching materials. A special effort was made to ensure the active participation of all members of the workshop by organizing small working groups and giving clearly defined assignments.

The workshop was a co-operative endeavour and its success depended on the contribution of several organizations. I would like to thank the Ministry of Education of Kenya, not only for hosting the workshop but also for efficiently participating in its preparation, organization and conduct.

I would like also to thank the Unesco Regional Office for Education in Africa and the World Bank Economic Development Institute for sending, in spite of very busy schedules, resource persons to the workshop.

I would like equally to thank the OPEC Fund for International Development for its financial contribution to this activity.

Finally many thanks go to the participants who worked hard and late to meet the strict deadlines of the numerous tasks given to them. It is my sincere hope that the work begun at the workshop will be followed up and that training programmes in Educational Planning and Administration will take place very soon in the various participating countries.



Sylvain Lourié
Director

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PART I

THE WORKSHOP ON THE TRAINING OF TRAINERS IN EDUCATIONAL PLANNING FOR ENSLIGH-SPEAKING COUNTRIES OF EASTERN AND SOUTHERN AFRICA

Since its creation in 1963, the International Institute for Educational Planning has given major priority to training which, together with research and dissemination, constitutes its principal function. After having established the Annual Training Programme in Educational Planning and Administration, which receives every year 45 participants from about 40 countries (of which approximately half are from Africa), the Institute has progressively developed a series of Intensive Courses of short duration and on specific themes. These courses have taken place in various countries of Africa, Asia, Latin America and in some Arab countries, either being reserved for the host country or accepting participants from neighbouring countries. However, despite considerable efforts made to organize training for officials having a high level of responsibility, the number of activities of the Institute is necessarily limited and, for each country considered individually, have to be spread over time.

The rapid development of the educational system, the complexity of the problem that it poses, the extent and increasing diversity of the tasks to be carried out within the planning process have, in the majority of countries and especially in Africa, given rise to particularly urgent needs for training.

It has therefore become evident that the activities of IIEP, whatever their quality and impact, could never be sufficient to meet these needs, all the more so because certain types of training can only be given at the national level. For example, in many countries, new responsibilities and planning tasks have devolved upon the regional/district level, requiring specific knowledge and skills from the staff working at that level.

This is why the IIEP has launched a programme on the training of trainers in the field of educational planning, the objective of which is to assist countries to organise their own training programmes.

The training of trainers programme started in Africa in 1985 and was organized in close coordination with the E.D.I. of the World Bank and within the framework of the programme for Technical co-operation in Training and Research on Educational Planning and Administration (COFORPA) of the Unesco Regional Office for Education in Africa. It began with the French-speaking countries 1/. On the basis of the experience thus gained and, once again, in close concertation with E.D.I., a similar programme was implemented in 1986-1987 in English-speaking African countries, with the support of the Unesco/World Bank Cooperative Programme.

To identify training needs and to review national training activities in the field of educational planning and administration, a reconnaissance mission was conducted in several countries. The findings of that mission were used for the design and the conduct of the workshop on the training of trainers in Nairobi, Kenya (29 June - 10 July 1987).

A. RECONNAISSANCE MISSION

The mission took place in August-September 1986 and four countries were visited (Ghana, Nigeria, Kenya and Tanzania) with the following

1/ For more details see: International Institute of Educational Planning, Programme of Training of Trainers in Educational Planning in French-speaking African countries, Paris, IIEP, March 1987.

objectives:

- To obtain in each country specific information on the current extent and methods of training programmes, both pre-service and in-service, and available within and beyond Ministries of Education;

- To seek the views of senior practitioners and trainers on the problems faced by current programmes and activities and also on how future needs in this area would develop and could be met in terms of financial resources, competent trainers and the production of teaching materials.

The mission confirmed the existence of three broad categories of training models:

Model A: Training within the Planning Division of the Ministry of Education

In this model the major effort in training educational planners is undertaken within the Planning Division of the Ministry of Education and by the planners themselves. The practitioners are the trainers. This model appears to be the most dynamic and is extensively followed by countries such as Nigeria.

Model B: Specialist Training Institutions within the Ministry of Education

As in model A, training is provided principally within the Ministry of Education, but in this case it is not the direct responsibility of the Planning Division but of specialist training institutions whose concerns are wider than planning alone and extend into the more general concerns of educational administration and management. This model prevails in Tanzania and Kenya, with the existence of MANTEP (Management Training for Educational Personnel) and KESI (Kenya Education Staff Institute).

Model C: Specialist training institutions outside the Ministry of Education

In this case there is a formal dependence on universities and other institutions of higher education to provide appropriate training. To some extent this exists in most countries, where institutes of public administration provide courses for planners and managers in all sectors of government activity (including education) and also university departments or institutes of education provide general pre- and in-service courses in educational planning for under-graduate and post-graduate students. In other cases, however, notably in Ghana, a specialist training institution (the Institute of Educational Planning and Administration, University of Cape Coast, in that case) has been established by the Ministry of Education within a university and has similar objectives to those of the specialist training institutions identified above (Model B) that are established within the structure of the Ministry.

The mission highlighted the fact that the level and range of training programmes in educational planning are as bound up with the availability of recurrent expenditure allocations as any aspect of expenditure allocations of Ministries of Education. Education typically spends by far the largest proportion of the recurrent budget, currently

over 30 per cent in Kenya, most of which covers salary costs for teachers and other staff. In such situations the pressure to reduce non-salary items in the recurrent budget makes expenditure on teaching materials and training so vulnerable as to gradually disappear whilst at the same time costs of pupil's books or direct school expenditures are often passed on to parents or to community support. This leaves out, however, resources for training programmes. Expenditure on training is therefore highly elastic in response to general economic and revenue circumstances and although this component is relatively secure in richer countries, it is hardly existent in those countries where it is needed most - where experienced educational planners are in short supply - but where there are severe economic difficulties for the Government.

Any asessment of the three models outline above must consider not only the intrinsic value of that model, but also the financial, development and ideological context in which it is applied. It would seem that model A is the most effective one. However, should this strength be attributed to the model itself, with its strong integration of training and practice, or to the dynamic leadership of key individuals and to the internal availability of resources of finance and manpower to maintain a training programme? Conversely are the apparent weaknesses of models B and C due to less qualified and inexperienced staff and shortage of resources or to the inherent weakness of the models, resulting from the separation of function of planning and training? Clearly these are difficult propositions and identifying the contribution of single factors in a multi-variate situation is always dangerous, but it would seem on balance that case could be made for a preference for model A even where and perhaps even more so where financial resources and trained professional staff are in short supply.

B. THE DESIGN AND THE CONDUCT OF THE WORKSHOP FOR THE TRAINING OF TRAINERS IN EDUCATIONAL PLANNING

The findings of the reconnaissance mission contributed to a large extent to the design of the workshop for the training of trainers in educational planning. It was assumed, in particular, that:

- The main responsibility in the organization of training programmes should rest within the Planning Division of the Ministry of Education (referred to above as Model A), although for specific areas it is possible to rely upon trainers coming from other institutions;

- Priority should be given to the training of educational officers working at the Regional/District level.

Subsequent to exchanges with of the International Institute for Educational Planning, the Ministry of Education of Kenya agreed to host the workshop and to co-operate in its preparation.

Since the aim of the workshop was to assist participating countries in the organisation of training activities for education officers working at the Regional/District level, it was decided, upon the suggestion of the Planning Division of the Ministry of Kenya, that the teaching materials to be prepared during the workshop would cover the following areas:

- Data collection
- Data analysis
- Educational Project Preparation and implementation.

In order to give a very concrete approach to the preparation of teaching materials, it was also decided to use the situation of Kenya as an example. In co-operation with the Ministry of Education, a survey was conducted in a sample of Secondary schools to collect data on incomes and expenditures to provide the necessary inputs for the preparation of teaching materials or data analysis. In the same way an information file was compiled on the basis of an actual educational project of Kenya for the preparation of the module on Education project preparation and implementation.

The workshop took place in Nairobi from 29 June to 10 July 1987. In the interest of homogeneity it was designed for English-speaking countries of Eastern and Southern Africa.

1. Objectives

The main purpose of the workshop was to strengthen the capacity of the participants in the organization of national training programmes. More specifically, the objectives of the workshop were:

- To identify planning skills required by officers in charge of educational planning and administration at the Regional/District level;

- To design the content of training programmes and to assess alternative modes of delivery for training activities organized for the above mentioned officers;

- To demonstrate methodologies for preparing teaching materials which can be used in these training programmes.

- To identify the type of follow-up activities which can be conducted after the workshop and to assess the possibility of creating a network of trainers in educational planning that could stimulate and support training activities in the participating countries.

2. Participants

The participants in the workshop came from the following countries:

. Ethiopia (3 participants)
. Malawi (2 participants)
. Somalia (1 participant)
. Uganda (3 participants)
. Tanzania (3 participants)
. Zambia (3 participants)
. Zimbabwe (1 Participant)
. Kenya (5 participants and 5 observers)

Most of the participants were senior officers of the Planning Division of the Ministry of Education, responsible for the organisation of training activities. Some of them, however, were from specialised training institutions (Kenya Education Staff Institute, Tanzania Institute for Management Training of Educational Personnel and Faculty of Education, University of Zambia).

The detailed list of participants is given in Annex II.

3. Preparatory work for the workshop

Prior to the workshop, each national team was requested to prepare

a country report containing detailed information about:

- The characteristics of the educational administrative regional units;

- The share of responsibilities between the central government and the regional authorities in the field of educational planning and administration;

- The functions and tasks carried out by educational officers in charge of planning and administration at the regional level;

- The in-service training programme regularly or occasionally organized by the Ministry of Education;

- The development of training activities envisaged for the future.

The country reports on Regional Educational Planning and Administration are reproduced in Part III.

These reports were reviewed by the members of the workshop in order to identify the planning skills required at the regional level and to design the detailed training programme.

4. Working methods

To ensure the active participation of all members of the workshop, the participants were divided into four working groups. Only a few brief presentations on concepts, techniques and methodologies were made in plenary sessions. Most of the work on the design of national training programmes as well as the preparation of the teaching materials was done in the working groups.

5. Programme of the workshop

The detailed programme of the workshop is reproduced in Annex I. Essentially, the two main activities were:

(a) Design of the detailed content of training programmes

The content of national training programmes obviously depends upon the responsibilities and functions assigned to the regional levels. It also depends upon the educational background and professional experience of the officers working at the regional level. The design of the content of training programmes and its distribution into specific training activities was undertaken by each working group. The report of the working group N° 1 was presented in a plenary session and was reviewed in detail by the other groups.

The report on the detailed content of training programmes is reproduced in Part II.

(b) Preparation of teaching materials

The preparation of teaching materials forms a very important part of any training programme and the workshop paid particular attention to this aspect. The approach followed was very practical. For each learning module the following steps were followed by each working group:

- definition of the objective of the module;

- identification of the concepts, analytical tools and technical skills which should be mastered by the trainees;

- definition of the specific teaching units to be included in the training module;

- selection of the teaching aid (or combination of teaching aids) appropriate for communicating the content of each training unit;

- preparation of a detailed outline of the module indicating the different categories of teaching aids which can be used;

- identification of the information source and of the data needed for the preparation of the teaching material.

Each of the working groups was requested to design the three modules on:

- Data collection
- Data analysis
- Educational project preparation and implementation.

However, to avoid too heavy a working load, each working group was requested to present only one written report to the plenary. Working Group II was responsible for the report on Data Collection; Working Group III, the report on Data Analysis; and working Grop IV, the report on Educational Project Preparation and Implementation.

The reports of the three Working Groups are reproduced in Part II.

6. Follow-up activities and networking

The last session of the workshop was devoted to follow-up activities. All the national teams expressed the interest of their countries in the organisation of training programmes for regional education officers in the field of educational planning. The participants thought that the first task, which is the design of teaching materials, could begin shortly.

Many expressed, however, their concerns about the difficulty of mobilizing resources, especially financial resources for the organisation and conduct of training activities.

They expressed the wish that, once the teaching materials have been prepared and tested in national training programmes, a workshop should be organized at the end of 1988 or early in 1989 to review and exchange the experience gained by the different participating countries, thus initiating the dynamics of a network based - not on passive intentions - but on actual exchanges of persons, experiences and training materials.

7. Evaluation

During the workshop a steering committee composed of resource persons and four participants representing the four above mentioned working groups monitored the workshop activities and progress. The written and oral evaluation conducted at the end of the workshop showed that the workshop had been highly appreciated by the participants. Most of them (90.5%) thought that the first objective of the workshop (which was to design a training programme for education officers working in administration and planning at the sub-national level) was achieved

either "to a large extent" or "fully". About the same proportion (85.7%) thought that the second objective (preparation of teaching materials) was also achieved "to a large extent" or "fully".

The working methods used were judged "efficient" or "very efficient" (92.5%) and the assistance received from resource persons satisfactory or very satisfactory.

A copy of the evaluation questionnaire indicating results of the closed questions is given in Annex IV.

In so far as the open questions are concerned, the participants indicated that the documents distributed during the workshop were very useful and relevant but that they had not had enough time to read and study them fully. They thought however that the documents could be referred to subsequently and, especially, at the time of the production of their own teaching materials. They expressed the wish that, after the workshop, continuous contact be ensured between the participants and IIEP. Many of them also regretted that the duration of the workshop was too short.

DETAILED PROGRAMME

DETAILED PROGRAMME

MONDAY, 29th JUNE

09.00 - 10.00	Opening Ceremony	Mr. E.G. Avedi Senior Deputy Director of Education Ministry of Education Kenya
10.00 - 10.30	Coffee Break	
10.30 - 12.30	Objectives and Working methods of the Workshop	Ta Ngoc Châu Claude Tibi R. Mutua
12.30 - 14.00	Lunch	
14.00 - 15.30	Review of the Planning Activities at the Regional level and their implications for training programmes	Ethiopia Malawi
15.30 - 16.00	Coffee Break	
16.00 - 17.30	Review of Planning Activities at the Regional level and their implications for training programmes	Somalia Uganda

TUESDAY, 30th JUNE

08.30 - 10.00	Review of the Planning Activities at the Regional level and their implications for training programmes	Zimbabwe
10.00 - 10.30	Coffee Break	
10.30 - 12.30	Review o the Planning Activities at the Regional level and their implications for training programmes	Zambia
12.30 - 14.00	Lunch	
14.00 - 15.30	Review of the Planning Activities at the Regional level and their implications for training programmes	Kenya
15.30 - 16.00	Coffee Break	

(Tuesday, 30th June - Cont'd)

16.00 - 17.30	General orientation on the design and on the organisation of training programmes for regional education officers	Ta Ngoc Châu Claude Tibi R. Mutua

WEDNESDAY, 1st JULY

08.30 - 10.00	Group work on the design and on the organisation of training programmes for regional education officers	Working Groups
10.00 - 10.30	Coffee Break	
10.30 - 12.30	Group work on the design and on the organisation of training programmes for regional education officers (cont'd)	Working Groups
12.30 - 14.00	Lunch	
14.00 - 15.30	Review of activities in data analysis at the Regional level; objectives of the module on data analysis	Claude Tibi Ta Ngoc Châu R. Mutua
15.30 - 16.00	Coffee Break	
16.00 - 17.30	Introduction to the Sub-module on data analysis applied to income and expenditure at the school level	Claude Tibi Ta Ngoc Châu R. Mutua

THURSDAY, 2nd JULY

	The morning was devoted to group work on the sub-module on data analysis applied to Income and Expenditure at the school level. Specific inputs were given at the request of the participants either in work groups or in plenary.	Working Groups
12.30 - 14.00	Lunch	
14.00 - 15.30	Introduction to the sub-modules on: (a) the allocation and use of real resources at the school level;	Claude Tibi Ta Ngoc Châu R. Mutua

(Thursday, 2nd July - Cont'd)

	(b) the use of data for Budget preparation	
15.30 - 16.00	Coffee Break	
16.00 - 17.30	Group work on the sub-module on allocation and use of real resources at the school level	Working groups

FRIDAY, 3rd JULY

08.30 - 10.00	Group work on the sub-module on the use of data for budget preparation	Working Groups
10.00 - 10.30	Coffee Break	
10.30 - 12.30	Group work on the sub-module on the use of data for budget preparation (cont'd)	Working Groups
12.30 - 14.00	Lunch	
14.00 - 15.30	Presentation and discussion of Working Group II report on the module on data analysis applied to income and expenditure at the school level and to budget preparation	Plenary
15.30 - 16.00	Coffee break	
16.00 - 17.30	Presentation and discussion of Working Group II report (cont'd)	Plenary

MONDAY, 6th JULY

08.30 - 10.00	Presentation and discussion of Working Group I report on the design and organisation of training programmes in Educational Planning for regional education officers	Plenary
10.00 - 10.30	Coffee break	
10.30 - 12.30	Presentation and discussion of Working Group I report (cont'd)	Plenary
12.30 - 14.00	Lunch	

(Monday, 6th July - Cont'd)

14.00 - 15.30	Review of the activities linked with data collection at the Regional level and on the problems encountered in the organisation of data collection	Gabriel Carron Ta Ngoc Châu R. Mutua
15.30 - 16.00	Coffee Break	
16.00 - 17.30	Discussion on the objectives of the module on data collection	Gabriel Carron Ta Ngoc Châu R. Mutua

TUESDAY, 7th JULY

	The whole day was devoted to group work on the module on data collection. Specific inputs were given upon request by resource persons either within the working groups in plenary	Working Groups

WEDNESDAY, 8th JULY

08.30 - 10.00	Presentation and discussion of Working Group III report on the module on data collection	Plenary
10.00 - 10.30	Coffee Break	
10.30 - 12.30	Presentation and discussion of the module on data collection (cont'd)	Plenary
12.30 - 14.00	Lunch	
14.00 - 15.30	Introduction to the different phases and to the sources of information required for the preparation of educational projects	Ta Ngoc Châu Gabriel Carron R. Mutua
15.30 - 16.00	Coffee Break	
15.00 - 17.30	Discussion on the objectives of the module on educational project preparation	Ta Ngoc Châu Gabriel Carron R. Mutua

THURSDAY, 9th July

	The Whole day was devoted to group work on the module on preparation of educational projects. Specific inputs were given upon request by resource persons either within the working groups or in plenary	Working Groups

FRIDAY, 10th JULY

08.30 - 10.00	Presentation and discussion of Working Group IV report on the module on the preparation of educational projects	Plenary
10.00 - 10.30	Coffee Break	
10.30 - 12.30	Presentation and discussion of Working Group IV report (cont'd)	Plenary
12.30 - 14.00	Lunch	
14.00 - 15.30	Presentation of follow-up activities by National Teams	Plenary
15.30 - 16.00	Coffee Break	
16.00 - 17.00	Evaluation of the Workshop programme	Plenary
17.00 - 17.30	Closing Ceremony: Professor J.M. Waithaka Director of Education, Kenya	

LIST OF PARTICIPANTS

LIST OF PARTICIPANTS

ETHIOPIA

Mr. Abraha Seged	Head, Research and Evaluation Service Ministry of Education, Addis Ababa
Mr. Tesfaye Redda	Planning and Programming Chief Expert Ministry of Education, Addis Ababa
Mr. Siyoum Goshu	Project Preparation Service Ministry of Education, Addis Ababa

MALAWI

Mr. Peter Chitedze	Professional Officer (Training) Ministry of Education and Culture, Lilongwe
Ms. Anjimile Kapakasa	Research evaluation officer Ministry of Education and Culture, Lilongwe

SOMALIA

Mr. Yusuf Jama	Head, Educational Research Service Ministry of Education, Mogadishu

TANZANIA

Mr. Ernest M. Wamlyoma	Senior Planning Officer Minisry of Education, Dar Es Salaam
Mr. Michael W. Macharia	Vice Principal, Management Training of Educational Personnel (MANTEP) Ministry of Education, Dar Es Salaam
Mr. Joseph Kiluma	Planner, Higher and Teacher's Education Planning Division Ministry of Education, Dar Es Salaam

UGANDA

Mr. T.R. Balemesa	Seminar Education Officer (Planning) Ministry of Education, Kampala

Mr. Stephen Maloba	Regional Education Officer Ministry of Education, Kampala
Ms. Emma Lugujjo	Deputy Head Mistress Ministry of Education, Kampala

ZAMBIA

Mr. Kingston Chirwa	Senior Inspector of schools Ministry of General Education and Culture, Lusaka
Mr. Michael Kelly	Lecturer University of Zambia
Mr. Hamalombo Hamoonga	Inspector of schools Ministry of General Education and Culture, Lusaka

ZIMBABWE

Mr. M.B. M'Kumbuzi	Deputy regional Director (Secondary education) Ministry of Education, Harare

KENYA

Participants

Mr. T.M. Ndambuki	Economist/statistician Educational Planning Division Ministry of Education, Nairobi
Mr. S. Okoth	Planning Officer Educational Planning Division Ministry of Education, Nairobi
Mr. F.K. Gachui	Project Officer Education Project Division Ministry of Education, Nairobi
Dr. J.M. Njage-Rwito	Director Kenya Education Staf Institute, Nairobi Ministry of Education, Nairobi
Mr. P.O. Kopiyo	Education Officer/trainer, Kenya Education Staff Institute Ministry of Education, Nairobi

Observers

Mr. L.G. Ngutter	Deputy Chief Economist, Educational Planning Division Ministry of Education, Nairobi
Ms. Alba O'Souza	Senior Economist, Educational Planning Division Ministry of Education, Nairobi
Ms. T. Koori	Planning Officer, Educational Planning Division Ministry of Education, Nairobi
Mrs. S.W. Wanderi	Chief Staffing Officer, Teachers Service Commission, Nairobi
Mr. M. Kubo	Kenya National Commission for Unesco, Nairobi

ANNEX III

LIST OF RESOURCE PERSONS

LIST OF RESOURCE PERSONS

I. International Institute for Educational Planning

TA NGOC Châu, Co-ordinator of the Workshop
TIBI Claude
CARRON Gabriel
MUTUA Rosalind

II. UNESCO Regional Office for Education in Africa

JOOF Biram

III. Economic Development Institute of the World Bank

KIM Hyung Ki

IV. Ministry of Education, Kenya

MUCHIRI Sarah

EVALUATION QUESTIONNAIRE

EVALUATION QUESTIONNAIRE

Name: Country:

I. Objectives of the Workshop

The Workshop has two main objectives. The first one is to design a training programme for Education Officers working in administration and planning at the sub-national level (Regional or District). To what extent is this first objective achieved?

	Not really	To some extent	To a large extent	Fully
Number	0	3	18	1
Percentage	0.0	9.5	85.7	4.8

The second objective is to design detailed outlines for specific training modules. To what extent this second objective has been achieved?

	Not really	To some extent	To a large extent	Fully
Number	0	3	12	6
Percentage	0.0	14.3	57.1	28.6

II. Preparation for the Workshop

Prior to the Workshop, each national team has been requested to prepare a country report on Planning and Administration at the regional level.

The objective of this assignment is two-fold:

(a) to provide the Workshop with information about training needs in the various participating countries;

(b) to prepare yourself for the Workshop.

To what extent that objective has been achieved?

	Not Really	To some extent	To a large extent	Fully
Number	0	4	7	10
Percentage	0.0	19.0	33.3	47.6

III. Working Method

Throughout the Workshop the emphasis was given to work in small groups assisted by a resource-person with the aim that each group may complete specific assignment.

and the second (which would build on the competencies developed in the first stage) dealing with financial management, budget preparation and project planning and maagement. The first of these courses would require two full weeks, at the minimum, for presentation and group activities, but for the training objectives of the second to be met, three-week period would be needed.

8. TEACHING MATERIALS

It is essential that the teaching materials used in a national training programme reflect local conditions, examples and needs. Nevertheless in many of the proposed teaching units the core of knowledge and skills to be communicated does not differ from country to country. In such areas it would be possible for one country to make use of teaching materials prepared for use elsewhere. It appeared to the Workshop participants that an effective use of the skilled training personnel already available in Easter and Southern Africa would be for each national team to prepare teaching materials in a designated unit and after field-testing them in the home country to present them to a Workshop specially convened for the preparation of teaching materials that could be used by all countries in common. The participants recommended to their respective governments that they seek the assistance of UNESCO for the conduct of such a Workshop.

9. THE ROLES OF THE I.I.E.P. AND THE UNESCO REGIONAL OFFICE FOR EDUCATION IN AFRICA

The I.I.E.P. in its programme for the training of trainers and the UNESCO Regional Office for Education in Africa through its Regional Technical Cooperation for Training and Research in Educational Planning and Administration (COFORPA) coordinate their efforts in the provision and promotion of training in the field of educational planning and administration. In discharging their obligations both bodies have sought to identify national and regional needs in these fields. It is the understanding of the Workshop participants that if their countries undertake training activities directed towards the development of what are acknowledged to be planning skills, their governments should turn to the I.I.E.P. for advice, information and possible assistance, since the Institutes' special responsibility is for educational planning as such. However since the responsibilities and activities of COFORPA relate also to training in areas that deal with educational administration and planning, the participants understand that their governments could equally approach COFORPA for back-up and support for proposed training programmes organised for education officers working at the local level.

10. CONCLUSION

The Workshop participants recommend consideration of the foregoing programme to their respective governments and advocate the design of an overall multi-annual national training programme for educational planners and administrators at the local level. The assistance of the International Institute for Educational Planning or of the Regional Office for Education in Africa, as the case may be, should be solicited in the preparation and mounting of such a programme.

How would you evaluate this working method?

	Poor	Fair	Efficient	Very efficient
Number	0	1	10	10
Percentage	0.0	4.8	47.6	47.6

IV. Specific Modules

A. Data Collection

Do you think that the input provided for the preparation of this module:

	Is sufficient	Could be developed more
Number	13	8
Percentage	61.9	38.1

How would you evaluate the assistance you received from the resource-person for this module?

	Poor	Fair	Satisfactory	Very satisfactory
Number	0	0	9	12
Percentage	0.0	0.0	42.9	57.1

B. Data Analysis

Do you think that the input provided for the preparation of this module:

	Is sufficient	Could be developed more
Number	8	13
Percentage	38.1	61.9

How would you evaluate the assistance you received from the resource-person for this module?

	Poor	Fair	Satisfactory	Very satisfactory
Number	0	3	11	7
Percentage	0.0	14.3	52.4	33.0

C. Project Preparation

Do you think that the input provided for the preparation of this module:

	Is sufficient	Could be developed more
Number	11	10
Percentage	52.4	47.6

How would you evaluate the assistance you received from the resource person for this module?

	Poor	Fair	Satisfac-tory	Very satis-factory	No response
Number	0	1	9	10	1
Percentage		4.8	42.9	47.5	4.8

V. Document distributed during the Workshop

Do you think that the documents distributed during the Workshop are relevant and useful? Please comment

(Open question)

VI. Follow-up

(a) What type of follow-up do you expect from this Workshop?

(Open question)

(b) Among the three modules presented during the Workshop, which one(s) will probably be developed when you are back to your country?

(Open question)

(c) Are there other modules which you think will also be developed?

(Open question)

VII. Facilities at the Silver Springs Hotel

How would you evaluate the facilities offered at the Silver Springs Hotel?

	Poor	Fair	Satisfac-tory	Excellent	No response
ROOM					
Number	0	3	7	10	1
Percentage	0.0	14.3	33.3	47.6	4.8
MEALS					
Number	1	4	9	7	
Percentage	4.8	19.0	42.9	33.3	
CONFERENCE ROOM					
Number	1	3	9	8	
Percentage	4.8	14.3	42.9	38.1	

VIII. Comments and suggestions

(Open question)

PART II

TRAINING PROGRAMME AND TRAINING MATERIALS

PREPARED BY THE PARTICIPANTS DURING

THE WORKSHOP

A

TRAINING PROGRAMME FOR EDUCATION OFFICERS WORKING AT THE REGIONAL OR DISTRICT LEVEL

Report of Working Group I

Mr. Peter KOPYIO
Mr. Peter CHITEDZE
Mr. Michael MACHARIA
Mr. Michael KELLY
Mr. Maximilian A. M'KUMBUZI

1. INTRODUCTION

A Workshop for the Training of Trainers in Educational Planning for English Speaking Countries of Eastern and Southern Africa was held in Nairobi from 29th June to 10th July 1987. The Workshop was organised by the International Institute for Educational Planning, (I.I.E.P.), Paris, in conjunction with the Ministry of Education, Nairobi, and with the collaboration of the UNESCO Regional Office for Education in Africa (BREDA), Dakar. Workshop participants came from eight countries : Ethiopia, Kenya, Malawi, Somalia, Tanzania,Uganda, Zambia and Zimbabwe.

2. BACKGROUND TO THE WORKSHOP

The Workshop was held in the context of the growing need for the in-country training of local level educational administrators in a range of planning and administrative skills. The need for such skills has always existed but has become more pronounced as the responsibilities of local level officials increase through the process of decentralisation. Accordingly, the Workshop set itself the task of designing a training programme for education officers at the local level with a view to the improvement of their planning and administrative skills.

3. TARGET GROUP FOR THE TRAINING PROGRAMME

The target group for the training programme set out in this paper are, education officers at the sub-national level (regional or district) whose responsibilities include a mix of planning and administrative duties. In the experience of the countries participating in the workshop, such officials at present are mostly non-graduate officers with initial training as teachers and extensive teaching and school administration experience. Following upon their transfer or promotion to local education offices they may have had very limited training for the planning and administrative duties they are now required to discharge. The proposed training programme is therefore designed to respond to their needs for such training.

4. NEEDS IDENTIFICATION

The nature of the training needs is revealed by a consideration of the present duties and responsibilities of local level education administrators and their likely future development. In the experience of Workshop participants, the responsibilities of education officers at the local level extend to the following areas:

Generally: overall administration, co-ordination, monitoring and development of educational activities in the district, within the context of national educational policies;

More specifically,

(a) Interpretation and implementation of educational policies;

(b) Provision of educational leadership and guidance;

(c) Deployment of teachers, recruitment and posting of additional untrained teachers, management of non-professional staff;

(d) Financial management : recording and accounting, monitoring of expenditures, involvment in payment of salaries and wages, preparation of annual estimates, preparation of capital budget;

(e) Management and general supervisory responsibilities in respect of educational property and buildings in the district and their maintenance; supply and distribution of educational furniture, equipment and teaching materials;

(f) Identification of current provisions and future needs of the district and preparation of an educational plan to meet them; provision of information on existing provisions;

(g) Planning and management of projects; promotion of self-help activities; implementation of approved plans and projects;

(h) Participation in educational meetings at the district level; maitenance of good public relations;

(i) Preparation of reports on meetings and activities; writing official correspondence;

(j) Administration, supervision and conduct of public examinations;

(k) Management of training activities; organisation of in-service training courses.

5. SKILLS NEEDED

A training programme that will enable an education officer to discharge these responsibilities more effectively should equip him with knowledge and skills in the areas set out below: some of these are clearly related to planning while others are more sharply orientated towards administration.

(a) Knowledge of the socio-economic conditions of the country and of national educational policies, priorities and plans;

(b) Fundamental statistical skills and techniques needed for the collection and analysis of data, the description of local educational provision, the assessment of needs and the making of projections;

(c) Ability to manage and control finances and to prepare estimates;

(d) Ability to manage educational facilities and stores;

(e) Skill in planning, managing and executing projects;

(f) Ability to communicate effectively on educational issues, to provide leadership and to promote community involvement in educational undertakings;

(g) Skills in personnel management;

(h) Ability to administer public examinations effeciently, with special care for the preservation of security;

(i) Ability to identify inservice training needs and to organise suitable programmes.

6. LEARNING OBJECTIVES

The general learning objectives and content of a training programme that would promote such knowledge and skills are as follows:

(a) Knowledge and Interpretation of Educational Policies

Objectives: to enable the district education officer to
- know and understand the general socio-economic conditions of the country;
- know the broad outlines of national educational policies, priorities, plans;
- interpret and apply these within the district.

Content:
- outline of the socio-economic and developmental characteristics of the country;
- educational policy statements from party and Government;
- principal legislation on education;
- national development plans;
- responsibility for explaining educational policies, activities and challenges of the district.

(b) Collection, Analysis and Use of Data

Objectives: to enable the district education officer to:

- know the meaning of statistics in general and educational statistics in particular;
- understand the important role of information in planning and management and the resulting need for reliable and up-to-date data;
- know the different kinds of data and how they are collected;
- devise instruments for data collection;

- administer and coordinate activities involved in data collection;

- ensure completeness, consistency and reliability of data collected;

- consolidate and analyse data using tables and appropriate indicators.

- use data to describe educational provision and identity inequalities in the district;

- use demographic data to project new admissions and enrolments.

Content:

- meaning of educational statistics and data; importance of data; different kinds of data and their source; identification of data needs;

- process and modes of data collection; surveys, interviews; preparation and administration of questionnaire;

- timeliness, completeness accuracy and reliability of data; consolidation, classification and coding of data, development of data-base;

- calculation of ratios, proportions and indices such as enrolment, progression, repetition and drop-out rates, pupil/teacher ratio;

- disparities in the distribution of admissions, enrolments, teachers and facilities;

- essential demographic data; projection of new admissions and enrolments;

(c) Financial Managment and Budget Preparation

Objectives: to enable the district education officer to

- keep proper records of income and expenditure and analyse these by type,source and function;

- develop and keep up-to-date an inventory covering major assets;

- prepare a financial balance sheet and interpret its contents;

- apply the techniques for the analysis of income and expenditure at the district and school level;

- use enrolment projections to specify educational requirements for the coming year and, to extent required, to express these in financial terms.

Content:

- simple book-keeping procedures, preparation and interpretation of a balance-sheet by type and purpose and by type and source.

- extent of district education officer's responsibilities for records and maintenance of educational assets; development of an inventory of assets as a tool for management.

- norms and standards for teaching loads, number of teachers and number of classes.

- calculation and use of indicators for utilisation of teachers and classrooms.

- estimates of future needs for teachers, classrooms, furniture and materials on the basis of enrolment projections;

- regulations for budget preparation; conversion of needed real resources into financial terms.

(d) Management and Execution of Projects

Objectives: to enable the district education officer to :

- know what a project is, the types of projects and the processes for their preparation and implementation; advise on the location and siting of new educational buildings and extensions;

- mobilise local interest in self-help projects and advise on these;

- rationalise and coordinate all educational projects in the district.

- monitor the execution of projects and building programmes.

- know and apply disbursement procedures where applicable.

Content:

- nature, type and components of projects; the project cycle; formulation, approval, execution and completion of a project;

- estimation of costs with allowance for inflation;

- project documents and records; legal and procedural requirements; norms and standards for school buildings;

- monitoring of an ongoing project and its evaluation on completion;

- elements of school mapping;

- providing leadership and asistance to the local community in the development and execution of projects; resources for self-help activities; regulations for self-help projects;

- disbursement procedures.

(e) Leadership and Personnel Management

Objectives: to enable the district education officer to:

- know the essential leadership qualities and appreciate their importance;

- make decisions and take initiatives;

- organise and maintain a staff data-base;

- know and understand civil service rules, regulation and procedures and how to apply them;

- respond promptly and effectively to staff needs;

- recruit and deploy staff, as may be required;

- exercise control and supervision of staff.

Content:

- nature of leadership; leadership qualities; integrity, fairness delegation, accessibility, accountability, openness, good example, etc; leadership styles;

- essential information about and personal details of staff, job description; maintenance of staf records in an easily accessible manner;

- policy, rules, regulations and civil service procedures, relating to appointments, deployment, transfers, promotion, discipline, etc.

(f) Communication

Objectives: to enable the district education officer to:

- communicate effectively with higher education authorities, other agencies, education personnel in the district, local leaders and communities;

- write lucid, clear and comprehensive reports and minutes;

- speak effectively;

- make good oral reports.

Content:

- communication in educational administration: network, requiremnets, problems;

- the conduct and follow-up of meetings, the value of regular and open meetings; production and distribution of minutes;

- type and formats of reports; report-writing, distribution and follow-up; frequency of reports;

- official correspondence; correct channels of communication;

- elements of public speaking.

(g) Organisation and Management of Training Activities

Objectives: to enable the district education officer to:

- identify training needs for educational personnel in the district;

- know the different types of inservice courses that respond to these needs;

- know the steps needed for the organisation of training course;

- use his knowledge to organise training courses at the district level.

Content:

- meaning, importance and purpose of training activities and inservice programmes; types of inservice courses;

- identification of training needs in the district for teachers, school administrators and other staff; cooperation with other agencies;

- preparation for inservice courses; determination of subject area for the course; mobilisation of resources; identification of resource persons; selection of participants.

- administrative arrangements; authorisation, venue; transport, accommodation; documentation;

- evaluation.

(h) Administration of Public Examinations

Objectives: to enable the district education officer to:

- appreciate the crucial role of examinations and hence the importance of the regulations governing their conduct;
- take the necessary precautions to ensure the security of all examination question-papers, answer-scripts and activities;
- provide stationery and other materials for examinations as may be required;
- ensure timely delivery of question-papers and collection of answer-scripts;
- ensure efficient supervision and invigilation of examinations;
- be aware of the need to take strict disciplinary action in case of examination malpractices not covered by official secrecy legislation.

Content:
- national examination system and its administration;
- the examination cycle;
- rules and regulations governing the conduct of examinations; guidelines for supervision and invigilation;
- security legislation and sanctions; critical points in the administration of examinations requiring special attention to security; follow-up action in cases of malpractice.

7. ORGANISATION OF THE PROGRAMME

What has preceded is a training programme that should serve to improve and develop the planning and administrative skills of educational planners and administrators at the local level. It is a comprehensive programme that could be adequately covered only over an extended period of time. It is composed of teaching units that can be taken separately or in combination to form one or more training courses responding to the actual current needs and perceptions of individual countries. The introductory unit on national educational policies and the socio-economic conditions of the country would be of value in any training programme for local level administrators. This apart, the units on data collection and analysis and on financial management and budget preparation, project planning and management are concerned mostly with **planning activities** whereas those on personnel management and organisation of inservice programme relate more to **administrative functions**. An intensive training programme directed towards the acquisition of planning skills could consist in two courses, the first comprising the introductory unit and the unit on data collection and analysis

B

MODULE ON DATA COLLECTION

Report of Working Group II

Mr. Tesfaye REDDA
Mr. Jackson NJAGE-RWITO
Mr. Yusouf JAMA
Mr. Joseph KILUMA
Mr. Stephen MALOBA
Mr. Hamalambo HAMOONGA

I. INTRODUCTION

Before defining the objectives and content of this module the group started by analysing the different functions which District education officer usually perform in the area of data collection. It was found that although those functions vary from one country to another, there are some common features and developments.

Traditionally, the two major tasks of District education officers in the field of data collection have been the following:

1. Administration of centrally designed questionnaires. This is to say:

   (a) dispatching questionnaires;
   (b) collecting questionnaires;
   (c) controlling that the questionnaires have been well completed.

2. Compilation and record-keeping of data for central and local use (enrolments, teaching and support staff, physical facilities, equiment, etc.).

There are now certain new developments which indicate a growing need for District education officers to design instruments for collection of data for their own use at the local level in areas such as:

(a) Project preparation, e.g. Kenya, Zambia and Uganda;

(b) School mapping, employment and deployment of teachers, e.g. Ethiopia and Uganda;

(c) Curriculum adaptation and local material use, e.g. Ethiopia and Zambia.

Presently, District education officers have no guidance or adequate capacity to carry out most of these functions efficiently. They, therefore, should be given certain systematic training on data collection.

II. OBJECTIVES

It was found, that in order to be efficient, this training should aim at achieving the following objectives in terms of attitudes, knowledge and skills to be acquired by the participants:

1. To realise the importance of data collection for planning and management.

2. To have knowledge of the process of data collection.

3. To have knowledge of different modes of data collection.

4. To be able to design data collection instruments.

5. To acquire basic skills for carrying out simple sampling.

6. To be able to administer questionaires.

7. To have basic knowledge about coding and storing data.

III. DETAILED CONTENT OF THE MODULE

After having defined the objectives, the group divided the module into several teaching units, defined the precise content of each unit, and put them all in a logical sequencing in the following way:

UNIT 1: Concept and process of data collection

(a) Definition and categories of data:

- quantitative and qualitative
- raw and processed data
- data about:
  - (i) facts
  - (ii) attitudes
  - (iii) behaviour

(b) Definition and process of data collection:

- non systematic and systematic data collection
- different steps involved in the process of systematic data collection.

UNIT 2: Sources of existing data

This unit would consist of an inventory of different sources of different types of data available for planning and management purposes in the country.

This inventory should not only cover sources on educational but also on non-educational data such as:

(a) Population census reports
(b) Economic survey reports
(c) Statistical reports
(d) Various commissioned sectorial reports
(e) Major research studies.

UNIT 3: Identification of data needs

This unit should be geared to giving the learner a logical framework for identifying specific data required to solve specific planning and management problems. It should, therefore, cover the following steps:

(a) Specification of the problem and its components
(b) Selection of indicators
(c) Measurements of indicators
(d) Data to be collected.

UNIT 4: Different modes of data collection

This unit would give an overview of different modes of data collection and their major applications. Such modes would include:

(a) Interviewing (individual and collective, structured and unstructured)

(b) Surveying (mainly through questionnaires)

(c) Observation (simple and participant observation)

(d) Secondary analysis of existing documentary sources.

UNIT 5: Preparation of questionnaire

(a) Selection of questions

(b) Formulation of questions (open, closed, semi open and filter)

(c) Use of different scales (nominal, ordinal, interval and ratio)

(d) Structuring questionnaire

(e) Pre-testing

(f) Preparation of final questionnaire (including instructions and guidelines)

UNIT 6: Sampling

This unit would first give a clear idea of two basic concepts which are behind every sampling procedure, these are:

(a) Representativeness
(b) Randomization.

It would then present, in a simplified manner, the major sampling procedures which are:

(a) Random sampling
(b) Stratified sampling
(c) Cluster sampling,

and explain under what circumstances and how they can be used for collecting data on schools and learners.

UNIT 7: Administration of questionnaires

This unit should focus on the most efficient ways of administering questionaires in the light of resources available (including time). More specifically, it should cover the following topics:

(a) Different modes of administration

(b) Organisation of questionnaire - administration

(c) Ways of checking completeness, consistency and reliability of data.

UNIT 8: Coding and storing of data

This unit should put more emphasis on coding and storing of data for the use of manual analysis rather than of computer analysis:

(a) Coding

- definition of coding
- different types of coding
- use of coding (for analysis and storing of data)

(b) Storing
- different types of storing for different types of data
- purposes of data storing
- retrieval of stored data.

UNIT 9: Use of data

This unit should show by using few concrete examples, how data can be used for more efficient and more effective decision-making at local level. Examples could be related to:

(a) Location of new schools
(b) Deployment of teaching staff
(c) Better utilization of resources.

IV. ORGANISATION AND METHODOLOGY

(a) The group estimates that the content of this module requires a residential workshop of two to three weeks duration.

(b) The course should be a mixture of short methodological presentations followed by practical applications based on:

(i) individual and group exercises;

(ii) practical field work (e.g. testing draft questionnaire prepared by participants, etc.).

(c) As far as teaching/learning materials are concerned, each of the units should be a topic for specific and separate handouts. Each handout should combine theoretical inputs and practical exercises based on respective national realities.

C

MODULE ON DATA ANALYSIS

RELATED TO EDUCATIONAL EXPENDITURES

Report of Working Group III

Mr. Seged ABRAHA
Mr. T.M. NDAMBUKI
Mr. Ernest WAMLYOMA
Ms. Emma LUGUJJO
Mr. Titus BALEMESA

I. INTRODUCTION

The analysis of data is a task which forms part of most of the activities of education officers, whether they work at national, regional or district level. It is thus necessary to choose a field where data analysis may be applied, as an example, in order to give some concrete content to this module.

As district education officers are responsible, in the majority of the countries represented, for the preparation of the budget and distribution of resources to schools, it was decided to base the module on this theme.

II. OBJECTIVES

The district education officer should be able to:

(i) analyse resources and expenditures of schools in the district, in particular:

- to classify resources by origin
- to classify expenditures by type, objective, and according to the origin of resources
- to estimate unit expenditures by objective (education, administration, boarding if applicable) and by nature of expenditure
- to analyse disparities of unit expenditure amongst institutions
- to explain the evolution over time of unit expenditures.

(ii) analyse the availability and utilisation of real resources in schools in the district, in particular:

- to analyse the availability of scientific equipment, teaching materials, textbooks, furniture, etc.
- to analyse the utilisation of teachers in comparison to norms and regulations (teaching load per week, subject taught, other activities, etc.)
- to analyse the utilisation of buildings (general and specialised classrooms, workshops, etc.) in comparison to norms and regulations.

(iii) prepare the budget for all the schools of the district, in particular:

- to estimate pupils to be enrolled in the coming year and check the evaluations supplied by heads of institutions
- to estimate real resources (teachers, classrooms, equipment, teaching material textbooks ...) necessary for pupils enrolled; in particular to foresee the number and location of new schools and classes ...

- to translate real resource needs in terms of budgetary credits.

(iv) distribute real and financial resources to schools in the district as a function of their needs, in particular:

- to evaluate expected enrolments by institutions, before the start of the school year
- to estimate real and financial resources to be allocated to each school, on the basis of their demands and resources available
- to organise changes in posting for teachers already employed, taking into account their demands and posts available
- to organise the posting of new teachers.

III. CONTENT OF THE MODULE

Training activities for data analysis prior to budget preparation and distribution of resources to school, may be grouped into four units:

UNIT 1: Analysis of resources and expenditures of schools

- Definition of resources by origin
- Definition of expenditures by type and objective
- Norms and regulations concerning resources and expenditures
- Classification of expenditures by type of expenditure
- Methods of classifying expenditures according to objective
- Calculation of different types of unit expenditures
- Comparison of unit expenditures amongst schools and over time.

UNIT 2: Analysis of availability and utilisation of real resources

- Norms and regulations concerning utilisation of teachers, classromms, etc.
- Analysis of different indicators for utilisation of teachers
- Analysis of different indicators for utilisation of classrooms
- Classification of schools according to:
  - availability of equipment, teaching materials, textbooks
  - utilisation of teachers and classrooms
  - credits allocated per pupil.

UNIT 3: Preparation of budget

- Legal norms and regulations concerning the preparation and execution of the budget

- Methods of estimating future school enrolments

- Methods of evaluation of global needs for teachers and teachers to be recruited, on the basis of transfers and departures (retirements, change in activity, deaths ..)

- Methods of estimating:
  - budgetary credits for staff
  - budgetary credits for non salary current expenditures
  - budgetary credits for investment expenditures

UNIT 4: Distribution of resources to schools

- Classification of schools by order of priority according to urgency of their needs for resources

- Organisation of staff movements (transfers, new postings)

IV. METHODOLOGY

The implementation of this module requires the utilisation of different teaching aids:

- outlines of lectures/presentations

These will deal mainly with definitions, techniques and methods to be explained to the participants (see above "content of module").

- reference documents

Norms and regulations concerning resources, expenditures, utilisation of staff, preparation and execution of the budget.

- practical exercises

On the basis of data collected in schools and the budgetary documents of the district, practical exercises should enable participants to calculate the different types of resources, expenditures and useful indicators and to analyse them, to prepare a budget and to simulate the distribution of resources to schools.

- a visit to schools

This visit should enable participants to:

- verify methods of registering data in schools

- judge more effectively the resources and conditions of functioning of different schools.

D

MODULE ON

EDUCATIONAL PROJECT PREPARATION AND IMPLEMENTATION

Report of Working Group IV

Mrs. Anjimile KAPAKASA
Mr. Kingston CHIRWA
Mr. Fredrick GACHUI
Mr. Siyoum GOSHU

Mr. Simon OKOTH (Rapporteur)

I. INTRODUCTION

For sequential and systematic training reasons the group felt that the module on Project Preparation and Implementation should come after the module on Data Collection and Analysis and the module on Financial Management and Budget Preparation in order to avoid repetition of basic concepts and skills.

The extent to which education officers working at the regional level are involved in project preparation depends upon the degree of decentralisation of educational planning and administration. It varies according to the country. The group thought useful therefore to review, in the four countries represented, the duties of the regional/district education officers in the field of educational projects.

The common feature found is that the involvement of the regional/district officer depends upon the scope of the project, the level of education and the financing source. Generally speaking large projects, related to secondary or higher education are financed by external sources and/or by the Central Government and prepared directly by the Ministry of Education and the rôle of the R.E.O. or D.E.O. is limited to the implementation stage. For primary education and for locally funded projects, they are fully involved from the design of the project to its implementation and evaluation. In Kenya, with the recent emphasis given to the District focus development policy, it is expected that increasing responsibility will be given to the D.E.O.'s.

II. OBJECTIVES OF THE MODULES

To discharge efficently his duties, the District Education Officer should be able:

(a) to identify suitable projects, wich would involve the following tasks:

- assessment of needs and of available resources in his district;
- categorize the needs and rank them according to priority order;
- select feasible projects taking into account available human and financial resources.

(b) to design the project, which means more specifically:

- to define the objectives of the project and, to translate them into specific activities;
- to sequence and to coordinate the activities according to a logical order;
- to estimate the duration of each activity and design the detailed schedule of activities;
- to estimate the resources needed and to mobilize them for carrying out the activities;
- to prepare the project document.

(c) to implement the project which would require:

- preparing and organizing tenders;

- monitoring the execution of the various activities according to the detailed schedule;

- managing all financial aspects according to each activity.

(d) to evaluate the project:

- to assess results/outputs against pre-determined objectives in order to ascertain successes and features, and to draw lessons for the design of future projects.

III. CONTENT OF THE MODULE

Training activities on Project Preparation can be organized in the following Units, namely:

UNIT 1: Classification of projects

1. Definition
2. Categories of Projects
3. Sources of funding
4. Executing agency.

UNIT 2: Introduction to the General Concepts of the Project Cycle

1. Identification of needs
2. Project Design
3. Project Appraisal
4. Negotiations
5. Implementation and monitoring
6. Evaluation.

UNIT 3: Design of the project

1. Norms, rules and regulations governing the construction of school, of buildings and other related activities.

2. Costing:
   - Distinction between Investment and Recurrent costs;
   - Notion of standard costs;
   - Basic methods for computing rate of utilization of classrooms and of teachers.

3. Activity analysis:
   - Introduction to programming techniques;
   - GANNT Chart;
   - Programme Evaluation Review Technique (PERT).

4. Project report writing:
   - Objectives of the project;
   - Justification of the project;
   - Project budget;
   - Detailed schedule of activities.

UNIT 4: Project appraisal

1. Technical consistency and validity of the project

2. Feasibility of the project:
   - Administrative and technical competency to handle the project;
   - Financial feasibility;
   - Adequateness and appropriateness of the site.

UNIT 5: Implementation and monitoring

1. Tender documentation and regulations
2. Procurement procedures
3. Rules for disbursements
4. Basic principles of monitoring
5. Progress reports writing.

UNIT 6: Evaluation

1. Introduction to the different types of evaluation, e.g. formative, summative and impact evaluation

2. Selection of criteria for evaluation

3. Design of the evaluation framework.

IV. METHODOLOGY

To communicate the content of this module various teaching aids can be used. Special efforts should be made to ensure the active participation of the trainees. This can be achieved through the organisation of group work and the assignment of clearly defined tasks.

Hand Outs

It is suggested to prepare hand-outs to be distributed in advance to the participants. The topics covered by the hands-oust may be the following:

Unit 1: on classification of project
Unit 3: on project report writing
Unit 5: on implementation and monitoring
Unit 6: on evaluation.

Information File and Exercises

An information file based on a real project can also be compiled. This file will be used in the design of several exercises:

- on costing
- on activity analysis
- on the design of a detailed schedule of activities.

Using this information file, the participants may also be requested to prepare concretely the project document.

Field visit

A field visit may equally be organized to study the various aspects of project implementation and monitoring.

PART III

NATIONAL REPORT ON EDUCATIONAL PLANNING

AT THE REGIONAL LEVEL

NATIONAL REPORT ON EDUCATIONAL PLANNING

AT THE REGIONAL LEVEL: KENYA

Kenya National Team

Mr. Fredrick K. GACHUI
Mr. Peter O. KOPIYO
Mr. Titus M. NDAMBUKI
Dr. Jackson M. NJAGE-RWITO
Mr. Simon OKOTH

The administration of the Ministry of Education comprises the Ministry's Headquarters in Nairobi, the field services in the Provinces and districts, the schools and training Institutions.

There are also a number of semi-autonomous institutions established to provide support services to education. These support institutions include:

- Kenya Institute of Education, responsible for curriculum development, preparation of syllabuses and teaching materials;

- Teachers service commission, which employs teachers and deals with matters pertaining to professional discipline in the teaching service;

- Kenya National Examinations Council, established to administer national examinations and issue academic and professional certificates;

- Jomo Kenyatta Foundation and Kenya Literature Bureau, which publish educational materials including books, periodicals, journals, magazines, etc., for distribution to schools;

- Science Equipment Production Unit (SEPU), which produces low cost science kits and other visual aids for the teaching of science;

- Kenya Education Staff Institute, established to organise regular in-service courses, seminars and workshops intended to improve the quality and efficiency of Educational Administrators, including Heads of Schools, Inspectors and other field personnel.

The Ministry is headed by a Minister, assisted by three Assistant Ministers. The Minister carries ultimate responsibility for all political and policy matters on behalf of the Government. The Permanent Secretary is the administrative head of the Ministry and also the Accounting Officer. He is supported by a team of Senior Officers in charge of different sections and divisions.

The main sections and divisions are as follows:

(a) The Directorate of Education headed by the Director of Education. It comprises the Division of Educational Policy Programme, the Division of Administration and Management of programmes and the Inspectorate;

(b) The section of Administration and Finance;

(c) The Planning Division;

(e) The section of Development.

Field services Management

The field services management section is one of the Administration and management programmes division of the Ministry of Education. At the Ministry's Headquarters, the section is headed by an Assistant Director of Education who is responsible to the Deputy Director of Education for the control, supervision and management of the performance of the Ministry's field staff. The section is divided into two sub-sections, namely Field Services Administration and field Services Finance. These

sections are each headed by senior Education Officers who are assisted by four experienced Education Officers.

Provincial Education Office

There are eight (8) Provincial Education offices in the Republic each headed by a Provincial Education Officer. The Provincial Education Officer is the link-man between policy formulation at the Headquarters and implementation organs at the Districts. He co-ordinates the inter-district activities including maintaining of educational standards. He gives the necessary professional advice to the District Education Officers in his province, advises and guides various members of staff particularly heads of secondary schools and Teacher Training Colleges and maintains discipline among this cadre of staff.

District Education Office

There are thirty nine District Education offices and seven Municipalities in the Republic. Each district is headed by a District Education Officer. In order to effectively deal with the management, administration, inspection and supervision of primary and secondary schools, the District Education Officer is assisted by a number of Education Officers, District inspectors of schools, Assistant Education Officers, Assistant Primary Schools Inspectors and Teachers's Advisory Centre Tutors.

The District Education Officer (DEO) deals with the identification, planning, implementation, co-ordination and development of educational projects and programmes including maintaining educational standards in the district. He is the Chief Executive and secretary of the District Education Boards; he is also member of the District Development Committee and of the District Tender Board.

The DEO handles, co-ordinates, collects, compiles, analyses and maintains statistics data on Education in the district.

Each district is divided into a number of Educational Divisions which follow the same boundaries as those of the provincial administrative structure.

Divisional Education Office

The Division Education Officer is responsible for the administration and promotion of Education at the divisional level. He maintains an up-to-date the list of all schools established in the division, organises courses, seminars for Headteachers, untrained teachers and subject panel teachers, etc.

The Structure of these offices consists of a Divisional Headquarters, several Educational Zones, a Teachers' Advisory Centre per Zone and Zonal course and subject panels. Every thirty primary schools make an Educational Zone.

The Assistant Primary schools Inspectors, guide the Headteachers and the clasroom teachers on Educational Professional matters, inspect and supervise the implementation of Primary School Curriculum in Schools and conducts in-service courses for serving teachers.

Teachers Advisory Centres

Establishment of Teachers Advisory Centres (TAC) started in 1971 and now every District has a Teachers Advisory Centre and several sub-centres at the Divisional level. The main function of a TAC is to provide in-service courses to serving teachers and serve as a professional and resource centre for the teaching staff. The TAC is headed by a Teachers Advisory Centre Tutor who is charged with the responsibility of:

(a) giving the necessary professional advice and guidance to teachers in the implementation of the educational curricula;

(b) Assisting in the manning and organization of educational seminars and courses for serving teachers;

(c) Assisting in the co-ordination of curricular activities in the zone where he is the secretary to subject panels;

(d) Handling, co-ordinating, collecting, compiling, analysing and maintaining statistical data on education in the zone.

Educational administration coincide with sub-divisions used for civil administration, agricultural development, economic planning from Ministry's headquarters to the divisional administration level. As mentioned above, each division is sub-divided into a number of educational Zones each comprising about thirty primary schools. The way the thirty primary schools are grouped to form a zone don't necessarily have to follow the sub-division used for civil administration. It is at this level of educational administration where we find a departure from the civil administration. As of December, 1986, there were 207 Educational divisions in the Republic with about 510 zones. Below the zonal level of administration there are Headteachers and school committees dealing with all administrative and policy matters of each primary school.

Appendix I depicts the size of the 39 districts and the 8 provinces in the Republic in terms of the number of Educational divisions, zones, populations, number of Primary and Secondary schools.

I. DECENTRALISATION OF EDUCATIONAL ADMINISTRATION AND PLANNING

A. The Share of responsibility between the Central Government and the Regional authority

Educational Administration and Planning in this country is jointly the responsibility of the Ministry of Education and the regional administrators. The share of responsibility is not something that can be expressed in a quantified form but it is reasonable to state that none can operate independently. There is a lot of interaction and interdependence between the headquarters and the regional administrators and planners.

Currently the Nation has shifted most of its emphasis on development from urban to rural development. We now have what is popularly known as the District Focus for rural development. This has meant the creation of District Development Committee for purpose of administration and planning of the needs of a district. Education forms the basis of development for all other needs of the district.

Different levels of education in the district include:

- Pre-school Education
- Primary Education
- Secondary Education
- Technical Education
- Post-secodary Education

These different levels of education fall either under the administration of the District Education Officers, Secondary Schools Headmasters and Principals of Post Secondary Institutions. For example, Primary Schools in any district are the main concern of the District Education Officer, whereas a Teacher Training College is the concern of the Principal for the execution of day-to-day administration.

However, it is timely to point out here that with the District Focus emphasis the District Education Officer has now got to be involved with all kinds of levels of education administration.

An attempt will now be made to show how educational administration and planning have been decentralised.

1. SECONDARY EDUCATION

a. Finances

Money to fund capital Development projects in secondary institutions is vied for from the Government through the District Development Committees. The District Education Officer will give the Authority to incur Expenditure once an institution has been granted funds. Cheques come from the Headquarters through the District Education Officer's unlike in the past.

The management of finances for recurrent expenditure by secondary schools administrators is subject to scrutiny by the District Education Officers.

b. Boards of Governors

The Board of Governors for secondary institutions are created as a result of nominations made by Selectors Panel, and new Members to replace retiring members of the Board of Governors are nominated by the Selectors Panel whose Chairman is the District Education Officer. The Selectors Panel has members drawn from the Local Members of Parliament, Councillors, Local District Officer and the Local Chief.

c. Inspection

Each district is required to have 3 District Inspectors of Schools as follows:

- District Secondary School Inspector for Technical Education
- District Secondary School Inspector for Business Education
- District Secondary School Inspector for General Subjects.

These officers carry out inspections on the implementation of the 8.4.4 curriculum in Secondary Schools, the teachers vying for promotions, the registation of schools, the co-ordination of co-curricular activities.

Above the district inspecting team, the Provincial Inspector of Schools co-ordinates the activities of these officers.

2. AUDIT

The district is the nucleus of the Audit Section for all secondary school in the district. In the past, secondary schools Audit was either done by the Provincial Auditors or the Private firms. Each district ought to have 3 Auditors and 3 Audit Assistants. This in effect means that Audit books for any secondary school are examined and audited much faster than before when audit was under the umbrella of the Provincial Education Officer. The Provincial Auditor now co-ordinates the audit activities taking place at district level for all districts under his jurisdiction.

3. EXAMINATIONS

In the past registration of candidates for National exams was wholly a function of the headteacher. Today the headteacher is required to provide to the District Education Officer registration information per candidate plus the examination fees. Actual registration entries into the schools master registration form is now a function of the District Examinations Officer.

The District Education Officer appoints exam invigilators and supervisors and pays them any claims they may lodge. In the past, the Provincial Education Office paid out the claims. All examination claims are forwarded to the Kenya National Examination Council by the District Education Officer for provision of the necessary funds. Previously the Kenya National Examination Council paid claims directly to the candidates. With respect to all National examinations, the Provincial Education Officer's Office simply co-ordinates.

4. TEACHERS SERVICE COMMISSION PERSONNEL SERVICES

The personnel functions of the Teachers Service Commission have partly been decentralised in 29 districts. The functions include the processing of:

- House allowance claims
- Medical claims
- National Health Insurance Fund
- Payment of salaries balance which must be returned to Teacher Service Commission after 10 days
- Stoppage of salaries
- Maternity leave, compassionate leave, sick leave
- Any other teachers problems which need not be referred to the headquarters.

5. EXCEPTIONS

1. On finance, heads of secondary schools can vie for special provisions for Capital Development with the Headquarters directly. But money granted as special provision is a rare occurence in schools.

2. On Boards of Governors, once the selectors panel has made the required nominations, it is the Minister for Education who appoints the Members to the Board of Governors.

B. Functions of the Educational Officers Working in the field of Administration and Planning

1. DATA COLLECTION, PROCESSING AND ANALYSIS

In each district a statistics officer collects, processes and analyses data on:

- Pupils enrolment by sex
- Streams in specific schools and the whole district at large
- The number of schools in the district and type
- Teachers manning the institutions by professional grades, by sex and their areas of placements.

In addition, the secondary school and post-secondary school administrator collects, processes and analyses data on:

- Expenditures (capital as well as recurrent). This data is compared to data obtained from other similar institutions. The Board of Governors will objectively examine the data to be able to pass resolutions on how the buildings, dormitories, the feeding of pupils is to be undertaken;

- Budgetary fluctuations. Each year, once the budget has been approved, the administrator will re-appraise data particularly on costs of essential items and then devise ways of raising additional money;

- Furniture and other school equipment to determine the institutions needs from term to term;

- 8.4.4 forecasts. With the introduction of Technical subjects in the 8.4.4 curriculum, institutions must collect data on the requirements placed on them e.g. in way of Typewriters, equipment for teaching Agriculture, Music, Fine Art, Home Science, etc.

- Data on results of National examinations. Data for each institution results is analysed with a view to finding areas of excellence and areas of weaknesses. Comparison is made worth other institutions;

- School enrolment;

- Individual pupils/students academic progress;

- Pupils/students visits to the nurse/school doctor.

2. PLAN PREPARATION AND IMPLEMENTATION

At the district level, plan preparation for new schools (whether pre-school, Primary or Secondary) must be directly related to the communities need. Planning of Education is under the umbrella of the District Development Committee. For example, to start a Primary School, the initiative must arise from the community through their Locational Development Committee, then to the Divisional Development Committee. If the Divisional Development Committee approves the project, and if it receives blessings from the District Education Board it will finally be registered through the District Education office according to the Education Act.

The same procedure is adhered to for pre-school institutions, secondary schools. Post-secondary institutions need not always follow this procedure. The Government can build such institutions as it deems necessary according to the needs of the nation.

At the institution level, the headteacher is assisted by Heads of Departments to determine the resources needed by the school to run its education for one year. Normally a report is prepared on this and circulated to the Board of Governors for study.

The headteacher with his Board of Governors decide what contributions the parents should make to the school. These contributions which are meant to supplement the funds given to the school by the Government are further discussed at the Parents, Teacher Association meeting (PTA). The recommendations passed by the P.T.A. are binding.

Secondary and Post-Secondary Institutions must plan well ahead about the awards of tenders for food, stationery, text books, etc. which is a function of the Board of Governors Executive Committee.

The actual day to day running of the school is planned by the headteacher at the commencement of the year. Teachers submit their requirements end of each term.

Distribution of the timetable load is planned long before a new term starts. Calendar for the term is drawn but may be changed slightly according to need. This would include exams, trips, church services, extra-curricular activities, etc. Of major importance to any institution today is the planning for completing the 8.4.4 syllabi on time. This may call for extra teaching by the teachers during the day or even over a Saturday.

Each individual institution must plan and implement any plans it has conceived depending on the institutions' needs.

3. BUDGET PREPARATION AND EXECUTION

As already indicated the needs of a district or institution will dictate what kind of budget to prepare and what priorities need to come first.

For the district and the institutions, the administrators will prepare budget proposals which articulate the communities needs or institution needs. Budget proposals are forwarded to the District Education Officer for discussion by the District Development Committee.

The District Executive Committee will examine budget proposals by institution administrators and approve those it considers a priority for each institution. Generally the needs far outweight the available funds. But the final approval must come from the District Devlopment Committee.

For budget proposals that are approved by the District Development Committee, e.g. construction of a dormitory in an institution, the District Tender Board will invite tenders for its implementation and also monitor and supervise the projects.

In any district, therefore, heads of Departments submit their budget proposals. The District Development Officer will forward the budget proposals for each Department to the relevant Ministry for onward

transmission to the Treasury.

4. EDUCATION PROJECTS PREPARATION

The identification and preparation of education development projects are generally governed by the funding agencies. Generally many of the small projects are funded by the local people through organising a fund raising harambee. The central Government, however, does involve itself in Education Projects like feeding programmes in dry areas, milk programmes, etc. The distribution and control of the milk project and its monitoring is a function of the District Education Officer. There are projects which are funded by multilateral organisations like the World Bank, African Development Bank and European Economic Community. Others are bilaterally funded by such agencies like CIDA, SIDA, NORAD, British Council and others of the same. Equally, there are other projects which are funded by NGO's like NCCK. Some projects are locally funded by the Government through the Ministry of Education. And finally, a substantial number of projects, particularly those for primary and secondary schools, are financed by the local communities through harambee organisations and/or parent/teacher organisations.

Consequently, the level of preparation is varied depending on the requirements of the funding agencies. Multilaterally and bilaterally funded projects require very detailed information. Their preparation is therefore a joint venture of the outfits concerned such as the Implementation Unit, Planning Unit, Bureau of Statistics and the ultimate beneficiary of the project. Occasionally, outside assistance may be called to assist in the preparation. Such assistance has been sought in the past from Unesco Co-operative Programme with the World Bank.

It is important to point out, however, that irrespective of the source of funds, the prepared projects must go through a system of checking and balances in the Ministry of Education either at the headquarters or at the regional offices of the Ministry. This is to ensure that the projects are in conformity with the overall national development plan of the country.

In the preparation of the projects, input from professionnels such as architects, engineers, educationists, planners, sociologists and budgetary experts is sought. Detailed analysis of the project may not be necessary if the same involved only an extension of a classroom in an existing school. However, such an analysis would be a necessity if the project involves an establishment of a new school. It suffices to say that the project's ability to sell and sail through all the stages is dependent on the level and detail at which it is prepared.

5. MONITORING THE IMPLEMENTATION OF PROJECTS

Monitoring an implementation of projects is also widely based, generally depending on who is providing the funds. For the projects which are multilaterally, bilaterally and locally funded by the Government, there exists an outfit, within the Ministry of Education, which is entirely responsible for monitoring and co-ordination through providing appropriate budgets and supervising the procurement of goods and services. The Project Implementation Unit is ultimately responsible for the overall supervision and maintenance of appropriate records during the implementation of those projects. The unit is staffed with specialist personnel of varied disciplines to oversee the implementation of various categories of projects which may include construction works,

procurement of goods and equipments, staff development programmes and recruitment of specialist staff. Presently, the Unit is seriously understaffed and measures are underway to rectify the situation.

It is important to point out that the monitoring and supervision under reference is done through resource personnel in the field and at the headquarters. A district works officer is required to monitor on daily basis a construction work under his area of jurisdiction. Similarly, district education officer is required to monitor the training programme which may be organised in his region.

Monitoring and supervision of projects that are funded locally by the communities and NGO is rather haphazard. In most of the cases, the supervision is done by a local agent and/or an adhoc committee appointed to do the same. The committee or agent is empowered to co-opt and hire the services of an expert at a reasonable fee. This method does not imply that the end product is poor and out of target. It has been observed that these projects are not only on schedule but they experience minimal cost overruns. These projects, however, are usually very small.

In most of the cases, periodic reports are required by the financier on the status of projects. The reports show construction, procurement, training/recruitment and expenditure status at any one given time. Again, the periodicity and the amount of details incorporated in these reports will vary depending on the requirements and guidelines of the financier.

All in all, it is important to appreciate that the project preparation and implementation is a dynamic process undergoing changes in response to the community expectation and desires as well as national development strategies. The process is now more harmonised than ever before, particularly with the establishment of District Focus for Rural Development as a focus for all development projects being undertaken in each of the districts of the country.

6. PERSONNEL MANAGEMENT

The provision of teachers to schools in all our districts is a function of the Teachers Service Commission.

a. Primary School Teachers

Postings

The Teachers Service Commission will recruit and post to the District Education Officers trained and untrained teachers. But deployment to specific schools is a function of the District Education Officer.

Transfers

Transfers from one school to another within the district is a task for the District Education Officer's office while transfers from one district to another is left entirely to the Teachers Service Commission.

Promotions

The District Education Officers handles application forms for promotion for teachers within the P4 to ATS professional grades. The shortlisting and the arrangements for Inspectors from the headquarters to come and see these teachers is organised by District Education Officer's office.

Discipline

The administration in the field is charged with the responsibility of ensuring that teachers discipline is maintained at all time. Where the teachers breach the Code of regulations, the District Education Officer will interdict the teacher. The hearing of the Discipline case is carried out at the Teachers Service Commission headquarters by a team of Commissioners. Educational Administrators under the Ministry of Education paryoll are liable to discipline by the Public Service Commission.

b. Secondary School Teachers

Postings

Trained Secondary schools teachers from the Kenyatta University, Diploma Colleges, Kenya Science Teachers College, Kenya Technical Teachers College are assigned to schools directly by the Teachers Service Commission. A posting to a specific institution will depend on whether the institution has a vacancy for subject combination. This function has not been decentralised.

Untrained teachers from Nairobi University and other Universities abroad are assigned to schools by the Teachers Service Commission. They fill specific subject vacancies in the schools.

Transfers

Transfers affecting secondary school teachers and tutors in Teacher Training institutions are handled at the Teachers Service Commission headquarters. This is done to ensure that correct balance is maintained in all institutions.
However, in a few occasions, the Provincial Education Officer may be allowed to move a teacher from one secondary institution to another particularly to cater for emergencies which the headquarters may not be aware of.

Promotions

Promotions of teachers in secondary and post-secondary institutions are handled by the Teachers Service Commission headquarters. Normally promotional posts will be advertised in the Local press and interested teacher/tutors who meet the advert requirements are expected to apply.
Shortlisting for the posts is organised at the Teachers Service Commission headquarters and subsequent interviews programmed. During the interview, the Ministry of Education is represented by one person from the Inspectorate and one person from the Administration side of the Ministry. This is true when interviews of promotional grades from Assistant Lecturer upwards are taking place.
Educational Administrators from the Kenya Institute of Education, the Kenya Polytechnic, the Diploma College participate in these interviews especially where the posts being contested for are for their specific institutions.

Discipline

The Educational administrator in the institution interdicts a teacher only in his capacity as the secretary to the Board of Governors. Interdictions are served on defaulting teachers who violate the Code of regulations.
The Commissioners at the Teachers Service Commission headquarters hear the Discipline case and determine what punishment to award.

School Building, Maintenance and Repair

For Primary Schools, the Community maintains and repairs school

buildings.
For secondary and Post-secondary institutions the headteacher/Principal with his Board of Governors ensure that school buildings are kept in decent conditions.

Production and distribution of equipment and teaching materials

The Kenya School Equipment scheme has been decentralised. It was the Section of the Ministry of Education that distributed teaching materials to schools.
Currently the District Education Officer is allocated his share of money to organise the buying of teaching and learning materials for the Primary schools under him.
The enrolment in a Primary School will determine how much material the school is to receive. The purchases are organised through the District Tender Board by the District Supplies Officer.
The headteacher of every school must submit his requirements on a priority basis. Parents are required to subsidise where severe shortfalls are experienced in a particular Primary school.
The schools main source of learning materials is from the Kenya Institute of Education, expecially Text books.
Charts, diagrams and Teaching Aids can be bought by the District Education Officer from publishing houses like the Kenya Literature Bureau or the Jomo Kenyatta Foundation.
With the introduction of the 8.4.4 syllabi, subjects like Agriculture for example must call tangible aids for it to be meaningful. Some administrators have live animals on the institution farm bought by the school or sometimes donated by livestock farmers.
Teaching aids like tractors may not be available to a school as their porperty. But nearby farmers are willing to allow the school to use their tractors for demonstrations, etc.
The important issue for the administrator is to ensure that the equipment bought is going to be used to the fullest extent and be cared for properly e.g. slide projectors, film projectors, etc.
Learning materials may find its way to a school either as donations e.g. from Old students Association. The institutions store keeper ensures that what is purchased for the institution is properly recorded and can be accounted for at the end of the year.
The headteacher/Principal/District Education Officer must know what is happening in the institution/District at all time if it is to run successfully..

III. EDUCATIONAL BACKGROUND AND PROFESSIONAL EXPERIENCE OF EDUCATION OFFICERS WORKING AT THE REGIONAL LEVEL

Education Officers working at regional level have diversified educational background. At present, the majority of the officers are holders of degrees in education from recognized universities, some have diplomas in education. This category of officers are confined to the Provincial and District education offices. Those who work in the divisions as Assistant Education Officers and Assistant Schools Inspectors have P1 and P2 certificates. P1 and P2 certificates are issued to those who attain ordinary level school certificate and then join a Primary Teachers College for a period of two years.

It is mandatory that all officers must have been teachers for several years.

To be appointed a District Education Officer, one must be very conversant with government regulations, policies and operations. The

officer must be well informed of the policies structure of the Ministry of Education. The District education officer as an agent of the Teachers Service Commission must be quite informed of its structure, operations and code of regulations.

The officers at the District offices are expected to be mature and conscientious with ability and desire to contribute to the development of the country. Education officers are expected by the nature of their duty to develop and transmit knowledge to the people they serve. They should foster national consciousness and unity.

With the introduction of District Focus for Rural Development the District Education Officers have been given more powers and responsibilities to plan education in their district.

They are expected to advice and guide the Kenya public on matters pertaining to education at all levels. They have to liaise closely with the District Development Officers in planning of schools. The District Education Officers therefore have to arm themselves with up-to-date information and data from their field officers, school heads, so that they may give the best guidance to the District Development Committee (DDC) on education planning and development. This information is further incorporated in the National Development Plan for the entire country.

IV. IN-SERVICE TRAINING FOR EDUCATION OFFICERS WORKING AT REGIONAL LEVEL (DISTRICTS)

Kenya Education Staff Institute (KESI) is the staff development and training arm of the Ministry of Education. It promotes instructions by means of seminars, workshops and In-service courses for education administrators and managers.

Those to be trained are usually identified at various levels by the Provincial Education Officers, District Education Officers as well as the Ministry of Education headquarters. The length of training range from two days to a maximum of three months depending on the level of the participants.

1. AREAS OF EMPHASIS

(a) By and large KESI provides relevant administrative educational in-service training to serving education administrators, needs of institutions, bursars as well as account clerks;

(b) It up-dates education administrators with the latest managerial and administrative skills with a view to improving their ideas and attitudes;

(c) KESI prepares the newly appointed and promoted education administrators for efficient and effective performance in their work to promote education in Kenya;

(d) To create awareness in administrative problems to education officers by bringing them together at seminars and workshops where they share their experience;

(e) KESI sensitises education administrators at all levels to be readily and positively responsive to educational changes in the

present Kenya;

(f) It produces and assembles staff training materials for future courses.

2. AREAS COVERED

The following are the specific areas of a KESI course content:

(a) Management and education
Motivation
Human and public relations
Case study
Exercise on management and education

(b) Communication (lecture)
Communication exercise
Delegation (lecture)
Intray (exercise)

(c) Physical planning and development
Case study (physical planning)
Exercise (planning and development)
Decision-making

(d) Legal provisions in education
Discipline
Guidance and counselling
Case study on discipline
Guidance and counselling exercise

(e) Curriculum supervision & implementation
Curriculum exercise
Continuous assessment lecture
Open discussion on curriculum

(f) Office management and administration
Setting up an office (exercise)
Financial control (lecture)
Introduction to book keeping
Kenya national union of teachers

(g) Exercise on stores
Open discussion on the course
Evaluation

3. TRAINERS

KESI has got nine professionally qualified staff who participate fully in all training programmes. Apart from these KESI has got seventy other part-time resource persons drawn from various institutions of higher learning.

These include Senior headmasters, from Secondary schools, Senior lecturers both from Kenya Institute of Administration (KIA) and Kenya Institute of Education (KIE). The other group of resource persons are drawn from senior officers from the Ministry of Education headquarter as well as experienced District Education Officers.

V. FUTURE TRAINING NEEDS

a. Identification of training needs

For effective planning and administration of educational projects and programmes by officers working at regional/district levels, a wide range of training programmes will be needed. The training identified will be to improve the competence of district officers in dealing with the challenges of decentralized planning and administration that has now become more prominent with the country's new strategy of development: the District Focus for Rural Development.

The training needs that have already been identified take into account the geographical disparity of the country, the spatial effects and implications of growth and the unevenness of development in all sectors of the economy. However, the training needs identified below also take into account the problems of planning, implementing and managing of education related projects within the districts.

Training needs

1. Data collection, analysis and dissemination of education statistics

2. Project cycle management
   - preparation, appraisal, implementations, monitoring and evaluation of new education projects and programmes

3. Financial Control and Budgeting
   - Budget rationalization

4. Decision-making process

5. Communication skills

6. General Administrative Skills

b. Areas to be covered by future training programmes

For the successful implementation of District Focus Strategy which implies the decentralisation of planning and decision-making, the Kenya Government has been organizing several training programmes for district officers. For example there is a continuous induction and training course at Kenya Institute of Administration at Kabete for District Officers, District Development Officers, and others who co-ordinate the planning, and implementation of new education projects. There are also short courses for Headteachers, and District Education Officers for example at Kenya Education Staff Institute (KESI). For continuous success of decentralized planning, and decision-making in the area of education therefore, the Ministry of Education hopes to organise training programmes on:

(i) Data Collection, analysis and dissemination procedures for District Officers at the district level;

(ii) Project cycle management for Education Officers at the District level
   - This programme will include methodologies of project planning and appraisal within the context of the regional planning process, designed to meet national and regional

educational development objectives

(iii) Education administration for the provision of Quality Education

(iv) Budget Rationalization for all District Education Officers and planners

- Budget Rationalization is a strategy that requires the accountable officers to prioritize all projects (including education) by justifying them in terms of cost-benefit and/or cost-effectiveness. In Kenya, the Government has been concerned about the rate of growth of education expenditures since 1975. In previous development plans and sessional papers, the Government has stated its intention to limit recurrent expenditures of the Ministry of Education to 29%. However, the institution of 8.4.4 system has caused the share to rise to 36% in 1986/1987, excluding another 4% on training programmes managed by ministries other than education. The Government has proposed the policy of cost-sharing which requires the beneficiaries of education to meet part of the cost of their education. This area of financing of education seems to be a difficult area that our Government will have to contend with, hence a training programme on how to deal with it is envisaged in the future for all concerned officers both at regional level and the central Government.

APPENDIX I

NUMBER OF EDUCATIONAL DIVISIONS, ZONES POPULATION AND NUMBER OF PRIMARY AND SECONDARY SCHOOLS BY DISTRICT AND MUNICIPALITY 1986 **/

PROVINCE DISTRICT	DIVISIONS	ZONES	POPULATION *	NO. OF SECONDARY SCHOOLS	NO. OF PRIMARY SCHOOLS
Eastern					
Machakos	8	42	1,401,943	182	1,234
Kitui	5	32	621,689	62	575
Embu	3	8	362,943	36	228
Meru	7	30	1,123,024	112	768
Isiolo	4	-	59,567	3	37
Marsabit	6	-	142,110	3	45
TOTAL	33	112	3,711,276	398	2,887
Central					
Kiambu	7	14	934,249	136	318
Murang'a	5	14	885,249	143	384
Nyeri	6	11	646,576	151	337
Nyandarua	5	9	307,523	56	192
Kirinyaga	3	7	386,800	45	170
TOTAL	26	55	3,160,342	531	1,401
Coast					
Kwale	4	11	390,832	19	220
Kilifi	4	11	583,931	31	286
Lamu	5	-	62,590	5	45
Taita-Taveta	3	6	196,312	26	145
Tana-River	4	4	135,549	7	99
TOTAL	20	32	1,828,987	88	795
North-Eastern					
Garissa	5	-	198,614	4	36
Mandera	5	-	130,850	4	35
Wajir	4	-	202,246	3	30
TOTAL	14	-	531,710	11	101
Nyanza					
Siaya	5	18	673,338	60	546
Kisumu	5	16	677,509	97	506
Kisii	6	31	1,250,655	186	892
South Nyanza	9	38	1,158,357	107	1,225
TOTAL	25	103	3,759,859	450	3,169

PROVINCE DISTRICT	DIVISIONS	ZONES	POPULATION *	NO. OF SECONDARY SCHOOLS	NO.OF PRIMARY SCHOOLS
Rift Valley					
Baringo	7	14	267,032	32	373
Trans-Nzoia	3	6	398,222	36	155
Uasin-Gishu	4	11	428,095	52	256
Nandi	4	18	412,520	54	353
Kelyo-Marakwet	4	10	165,742	41	236
West-Pokot	4	12	238,877	6	196
Kajiado	4	7	218,319	17	132
Narok	5	10	305,301	11	191
Laikipia	4	4	205,000	13	150
Samburu	3	2	94,726	4	75
Turkana	5	6	149,922	4	94
Nakuru	7	13	773,346	87	321
Kericho	6	23	846,644	106	538
TOTAL	60	136	4,503,746	463	3,070
Western					
Kakamega	10	26	1,351,704	171	868
Bungoma	6	20	684,798	117	463
Busia	3	10	407,024	36	300
TOTAL	19	66	2,443,526	324	1,631
Municipalities					
Thika Mun.	-	-	-	-	17
Nairobi Mun.	5	-	1,223,803	89	156
Kisumu Mun.	-	-	-	-	43
Kitale Mun.	-	-	-	-	13
Eldoret Mun.	-	-	-	-	14
Nakuru Mun.	-	-	-	-	35
Mombasa	5	6	459,773	41	76
TOTAL	10	6	1,683,576	130	354
NATIONAL TOTAL	207	510	21,163,249	2,395	13,408

*/ Assuming constant levels of mortality and fertility.

**/ Provisional

Source: Population projections for Kenya 1980-2000, CBS March, 1983, Education Statistics Unit, Ministry of Education.

NATIONAL REPORT ON EDUCATIONAL PLANNING

AT THE REGIONAL LEVEL: ETHIOPIA

Ethiopian National team

Mr. Abraha Seged
Mr. Tesfaye Redda
Mr. Siyoum Goshu

A BRIEF NOTE ON EDUCATIONAL PLANNING AND MANAGEMENT IN ETHIOPIA

This short note on Educational Planning and Management in Ethiopia is prepared for the workshop on the Training of Trainers in Educational Planning for English-speaking Countries of Eastern and Southern Africa, Nairobi, Kenya, 29th June - 10 July 1987.

Its main purpose is to give to course participants an over all picture of the Educational Planning and Management Process in Ethiopia. The opinion expressed in this paper are that of the writers and do not necessarily represent the views of the government.

Ethiopia is one of the largest countries in Africa with an area of 1.251 million square kilometres. According to the 1984 census it has a population of 42.2 million with an annual growth rate of 2.9%. 11.3% of the population live in urban areas and the rest live in the rural areas.

Its topographic feature varies from sea level to 3000 metres high. The climate also varies from tropical to temperate and cold continental with two main seasons, the rainy and dry seasons.

About 90% of the people earn their living from subsistence farming. Most of the foreign exchange earnings come from coffee and livestock products.

Regarding languages there are about 90 spoken languages, 15 of which are used in literacy programmes. Amharic being one of the written languages is used as the working language of the government.

I. EDUCATIONAL ADMINISTRATIVE TERRITORIAL UNITS

A. Type of Administrative unit

Ethiopia is divided into 15 regions including the capital city, Addis Ababa, 106 provinces and 588 districts for administrative purposes. Except at district level the Ministry of Education is represented by Regional and Provincial Education Offices. Following these divisions educational Plan and Management activities are carried out at Central, Regional, Provincial and School levels.

Regarding Socio-economic Planning the Office of the National Committee for Central Planning is the top planning body. This body has subdivisions in eight Planning Zones.

B. Size

On average the population of a region is about 2.6 million but it varies greatly from more than 8 million in Shewa to 89 thousand in Asab Administration. The area of the various regions is also quite different (see Table 1). Even if the metropolis Addis Ababa is excluded, population density changes also very much from region to region ranging from 3.3 to 95.1 inhabitants per square kilometer.

C. Regional disparities in Educational Development

In spite of the efforts made by the government to reduce inequalities in access to education, disparities between the regions are

still quite sizable. Using the gross enrolment rate of primary education as an indicator of disparities, one can observe a large gap between Addis Ababa 85.7% and the region of Tigray which reaches only 14.2% (see Table 2).

Disparities within a region are also quite sizable. Taking the Arssi region as an example, one can see that the average primary education enrolment rate is 46.8%. This average, however, hides a range of quite different situations between the various districts of the same region going from 87.2% in the district of Tiyo (Awraja of Chilalo) to 19.0% in the district of Golecha (Awraja of Arbaqugu). (See Table 3).

Table 1. **POPULATION DISTRIBUTION, AREA AND DENSITY BY REGION (1984)**

REGION	POPULATION			AREA IN KM2	DENSITY
	MALE	FEMALE	TOTAL		
Addis Ababa	688 756	743 821	1 412 577	222	6 393.0
Arssi	823 788	838 444	1 662 232	23 675	70.2
Aseb Adm.	45 000	44 299	89 299	27 465	3.3
Bale	497 114	509 376	1 006 490	127 053	7.9
Eritrea	1 302 200	1 312 499	2 614 699	93 679	27.9
Gamo Gofa	621 915	626 118	1 248 033	40 348	30.9
Gojjam	1 622 004	1 622 877	3 244 881	61 224	53.0
Gonder	1 480 402	1 440 722	2 921 124	79 579	36.7
Hararghe	2 110 415	2 050 752	4 161 167	272 637	15.3
Illubabor	472 920	491 034	963 954	46 367	20.8
Keffa	1 224 646	1 225 722	2 450 368	56 634	43.3
Shewa	4 015 117	4 075 446	8 090 563	85 094	95.1
Sidamo	1 899 001	1 891 567	3 790 578	119 760	31.7
Tigray	1 219 800	1 189 900	2 409 699	64 921	37.1
Wellega	1 221 085	1 256 192	2 477 277	70 481	35.1
Wello	1 802 683	1 839 331	3 642 014	82 144	44.3
TOTAL	21 026 846	21 158 106	42 184 952	1 251 282	33.7

Table 2. **PRIMARY EDUCATION SCHOOL-AGE POPULATION, ENROLMENT AND GROSS PARTICIPATION RATE BY REGION (1986-1987)**

REGION	SCHOOL-AGE POPULATION	ENROLMENT	GROSS PARTICIPATION RATE
Addis Ababa	271 749	233 037	85.7%
Arssi	309 255	168 361	54.4%
Aseb Admin.	16 785	5 640	33.6%
Bale	187 267	92 191	49.2%
Eritrea	487 850	134 189	27.5%
Gamo Gofa	231 993	78 145	33.7%
Gojjam	603 722	177 749	29.4%
Gonder	543 556	82 842	15.2%
Hararghe	774 189	187 702	24.2%
Illubabor	179 258	120 397	67.2%
Keffa	455 639	181 265	39.9%
Shewa	1 505 700	563 997	37.4%
Sidamo	705 093	246 647	34.9%
Tigray	448 765	63 965	14.2%
Wellega	460 609	221 736	48.1%
Wello	677 505	170 984	25.2%
TOTAL	7 858 935	2 729 207	34.7%

Table 3. **PRIMARY EDUCATION ENROLMENT RATES BY AWRAJA AND BY DISTRICT WITHIN THE REGION OF ARSSI**

AWRAJA	DISTRICT	SCHOOL AGE POPULATION		ENROLMENT		GROSS ENROLMENT RATE		
		BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	TOTAL
	Aseko	4 387	3 779	1 618	677	36.9	17.9	28.1
	Chole	4 552	4 094	2 532	1 122	55.6	27.4	42.3
	Guna	4 046	3 779	2 778	1 325	68.7	35.1	52.4
	Golecha	9 069	8 502	2 508	930	27.7	10.9	19.0
	Jeju	7 755	6 927	3 195	1 723	41.2	24.9	33.5
	Merti	5 563	5 038	3 268	2 156	58.7	42.8	51.2
Arbaqugu		35 372	32 119	15 899	7 933	44.9	24.7	35.3
	Digelu	7 418	7 085	5 987	4 476	80.7	63.2	72.1
	Dodota	5 058	4 724	4 146	2 977	82.0	63.0	72.8
	Gedeb	7 755	7 400	4 059	2 296	52.3	31.0	41.9
	Hitosa	9 272	8 660	7 119	4 944	76.8	57.1	67.3
	Kofele	11 970	11 336	5 061	2 167	42.3	19.1	31.0
	Limi	9 272	8 817	6 254	3 848	67.5	43.6	55.8
	Mumesa	10 790	10 234	6 713	3 405	62.2	33.3	48.1
	Shirka	11 801	10 864	6 574	3 707	55.7	34.1	45.4
	Sire	7 755	7 243	4 299	2 971	55.4	41.0	47.8
	Tiyo	8 092	8 345	7 249	7 082	89.6	84.9	87.2
	Zuway	6 912	6 455	4 013	1 548	58.1	24.0	41.6
Chilalo		96 095	91 163	61 474	39 421	64.0	43.2	53.9
	Amigna	4 720	4 409	2 644	1 366	56.0	31.0	43.9
	Robi	8 767	8 030	4 527	2 913	51.6	36.3	44.3
	Seru	5 563	5 196	2 766	897	49.7	17.3	34.0
	Sudie	10 155	9 447	3 836	1 537	37.8	16.3	27.4
	Tena	7 418	6 770	4 117	2 751	55.5	40.6	48.4
Ticho		36 625	33 852	17 890	9 464	48.8	28.0	38.8
Arrsi Region		168 090	157 134	95 263	56 818	56.7	36.2	46.8

II. DECENTRALIZATION OF EDUCATIONAL ADMINISTRATION AND PLANNING

A. The share of responsibility between the Central Government and the Regions

1. Headquarter

The Ministry of Education is headed by a Minister and is responsible for implementing policy as defined by the government regarding the general education system and for formulating, implementing

and evaluating educational plans and programmes.

Further more coordination of educational subsectors and other national development programmes, decisions for allocation of resources to the departments regional educational units and financial control is the responsibility of the top management.

The top management consists in a policy advisory committee, chaired by the Minister, or, in his absence, by the Vice Minister. All department heads are members of this committee which acts as a group responsible for formulating the broad educational policies of the Ministry of Education. The committee considers and comments upon matters submitted to it.

The Department heads are supported by a number of Technical Services each having the status of a Department.

All departments are directly responsible to the Minister through the Vice Minister of Education and they are accountable for implementing policies and directives approved by the top management and for efficiently utilizing the approved budget, preparing development plans and implementing them - after receiving approval from the top management.

The departments establish appropriate channels and media for directing and coordinating interdepartmental functions, inspect, evaluate the educational activities and submit progress report to the higher body. With these general functions the specific responsibilities of each department are indicated below.

Major Departments and Services

Formal Education: This Department has the responsibility of preparing policies and directives for the implementation of the education plan and the provision of educational opportunities to all children, from kindergarten to the secondary level as well as special education. It also prepares guidelines in line with the Ministry's internal policy for the improvement and expansion of education.

Non Formal Education: The Adult Education Department is charged with the task of planning, coordinating, supervising adult academic and vocational education in cooperation with other Ministries. It develops curricula and textbooks, and conducts research and training in literacy, distance education, night schools and community skill training programmes.

The Teacher Education Department: has the responsibility for formulating and coordinating plans for the training of teachers according to national needs. It prepares the budget for the Primary Schools Teacher Training Institutes. It also conducts in-service programmes for primary schools teachers and directors. It acts as a coordinating body between the Ministry of Education and the Commission for Higher Education for the training of Secondary Schools teachers and directors.

The Inspector Department has the responsibility to insure the full and proper implementation of policies and directives, in the field of general education, issued by the government and by the Ministry.

The Educational Materials Production and Distribution Agency

publishes books, for the teaching-learning process in literacy, formal, and special education, based on specification made by the curriculum department and other concerned branches of the Ministry of Education. It has also the responsibility for producing and, if not possible, purchasing educational materials from domestic sources or abroad and distributing them to the educational institutions.

The Educational Mass-Media Department is in charge of the preparation and broadcasting of educational programmes to the population in general and to the school in particular (using the radio station of the Ministry of Education and the National Television).

The School Construction and Maintenance Services has responsibility for constructing, maintaining and repairing schools, and other educational building facilities.

The Department of Educational Administration is in charge of formulating policies for the selection, recruitment, training, placement and supervision of personnel. It also defines areas of administrative responsibility of the various levels, including schools, province, and regions and prepares drafts of financial and budgetary directives, and insures their application after approval. It is also responsible for the efficient operation of the administrative functions and actions in the head office.

Planning and External Relations Services. In accordance with the overall National Planning system, the Educational Planning and External Relations Services prepares draft-plans for short, medium and long-term development of general education. It coordinates, supervises and consolidates the work of the annual capital and recurrent budget proposals. It drafts protocol of agreement for international, bilateral and other organizations.

It conducts research and prepares projects to be financed by internal and external sources. It also insures that such requests are in line with the national policies, plans, priorities and ensures its effective utilization for the quantitative and qualitative development of the education programme.

Office of Projects Management: This office is responsible for the implementation of all projects of the Ministry of Education. More specifically it is responsible for the overall guidance, supervision and evaluation of the projects. Project implementation progress reports are submitted to the top management by this office.

2. Regional level

The Ministry of Education is represented in each region by a regional education officer which is directly responsible to the Minister of Education for the implementation of educational objectives, policies and programmes concerning pre-school primary, secondary, adult and special education within the region, as well as for the implementation of projects specific to the region.

In each region there are several provinces or Awrajas which are headed by a provincial education officer. The provincial education office performs, within the province, similar activities as that of the regional education office.

The organisation charts of the Regional and Provincial education

offices are reproduced in Appendix I and II.

The regional and the provincial education offices are responsible for the collection, processing, and analysis of education data in their respective areas, following the guidelines and questionnaires dispatched from the Central Level.

The data collected are checked for accuracy and assembled as regional and provincial statistical data before being submitted to the Central Level.

Following the directives and the targets fixed by the Ministry of Education, the regional and provincial education offices prepare their respective plans. In that preparation they should take into account:

- The Party Programme;
- The Ten Year Perspective Plan;
- The Population data;
- The guidelines for regional, provincial and local level Planning.

Once the draft plans have been approved by the Central level, the regional and provincial education offices are responsible for their successful implementation.

They also prepare and submit their annual budgets to the Ministry of Education for approval and are responsible for its execution.

National education projects are prepared and financed by the Central level while locally supported projects are prepared by the regional and provincial offices but are subject to the approval of the Central Government.

In general the implementation of projects allocated to the regions are monitored and progress reports are submitted quarterly by the regional and provincial education offices.

Personnel Management

The regional education office is responsible for the recruitment of primary school teachers and auxilliary staff and for transfer from one region to the other. Appointment of teachers to specific schools and transfer between schools are made by the provincial education office.

School building maintenance and repair

Monitoring the construction of new educational institutions is done by the regional and provincial offices. But maintenance and repair of buildings is the responsibility of the schools, subject to the approval and supervision of the regional and/or the provincial education offices.

Production and distribution of equipment and teaching materials

Teaching material and equipment are allocated and distributed on the basis of the school curriculum, by the regional education office to the provinces under its juridiction. On the same basis, distribution of equipment and teaching materials to the schools is done by the provincial education office.

III. EDUCATIONAL BACKGROUND AND PROFESSIONAL EXPERIENCE OF EDUCATIONAL OFFICERS WORKING AT THE REGIONAL LEVEL

The regional education officers are holders of at least a first degree in various education fields. Almost all of them started their career as primary schools teachers. After some years of teaching service they are selected, on the basis of their efficiency and effectiveness, to continue their studies at the University level. Upon graduation they are assigned to teach in the secondary schools.

Upon further evaluation of their service, the most outstanding ones are selected for re-assignment as secondary schools directors and inspectors/supervisors.

Of the directors and inspectors/supervisors the most outstanding ones are selected for re-assignment to still higher position of responsibility as regional schools inspectors, deputy and chief regional education officers.

In discharging his responsibilities the Regional Education officer is assisted by a committee composed of two deputies, a regional inspector and a planning and statistics staff.

Similar to the case of the regional education officer, the deputies, the inspector and the planner started their careers as teachers. Each of them has many years of service as teacher, inspector/supervisor and as provincial education officer. Currently the deputy for instructional affairs and the inspector are first degree holders while the deputy for administration has at least a primary school teachers diploma. Most of the heads of the regional planning units are holders of primary school teacher diploma and they have been selected on the basis of their merit. But some have one or even two years of college education.

The deputy for instructional affairs and the inspector being first degree holders were afforded the opportunity of going for short study visits to the German Democratic Republic. The Programme organized for the two groups focussed on the management and inspection of the socialist education system. In addition the deputy education officers and inspectors participate in the semi-annual education conference at the central level.

The deputies for administration have the opportunity to participate in short courses on general management concepts organized at the Central Level and in short study visits to the German Democratic Republic.

Various short courses are organized for the planning and statistics staff working at the regional level. These courses are conducted at the Central level by the Planning and External Relations Services with resource persons coming from the Central Planning Division and experts from the Central Statistics Office.

Most regional planning and statistics staff have attended short training seminars on the collection, analysis and utilization of education statistics organized jointly by Ministry of Education and the UNESCO office of statistics under the UNESCO/SIDA Project.

They also participated in a five week study visit to the German Democratic Republic, during which they were exposed to the use of education statistics in planning.

IV. IN-SERVICE TRAINIG PROGRAMMES

With regard to occasional in-service training programmes for regional education officers, short study visits mostly to the German Democratic Republic were arranged at different times, the duration of which ranges from 7 weeks to 6 months.

The short study visits to the German Democratic Republic includes lectures on Socialist Planning and Management and visits to educational institutions.

The meetings organized by the Ministry of Education focus on current planning, implementing, and managing issues concerning the education system.

V. FUTURE TRAINING PROGRAMMES

The socialist government of Ethiopia is giving more emphasis in decentralizing the preparation of plans, using central directives and targets. In order to implement these plans adequately trained staff is considered highly important and taken as a necessary pre-requisite.

Since education is part and parcel of the government development plan, the training of educational planning cadres for the local levels is the responsibility of the Ministry of Education. To discharge its responsibility, major needs in educational planning and administration are being identified and programmes of training formulated in short, medium and long term plans. Some of the identified needs and training programmes are indicated below.

Since plan preparation and implementation is a group responsibility, senior and middle level officials at the regional and provincial level require training and skill upgrading in educational planning and administration.

All heads of educational institutes such as teaacher training, provincial pedagogic centre, community skill training centre, basic education centres and in general all types of schools require planning skills to manage their respective institutions and to participate effectively in the implementation of plans.

The future in-service training programmes in educational planning will include the following:

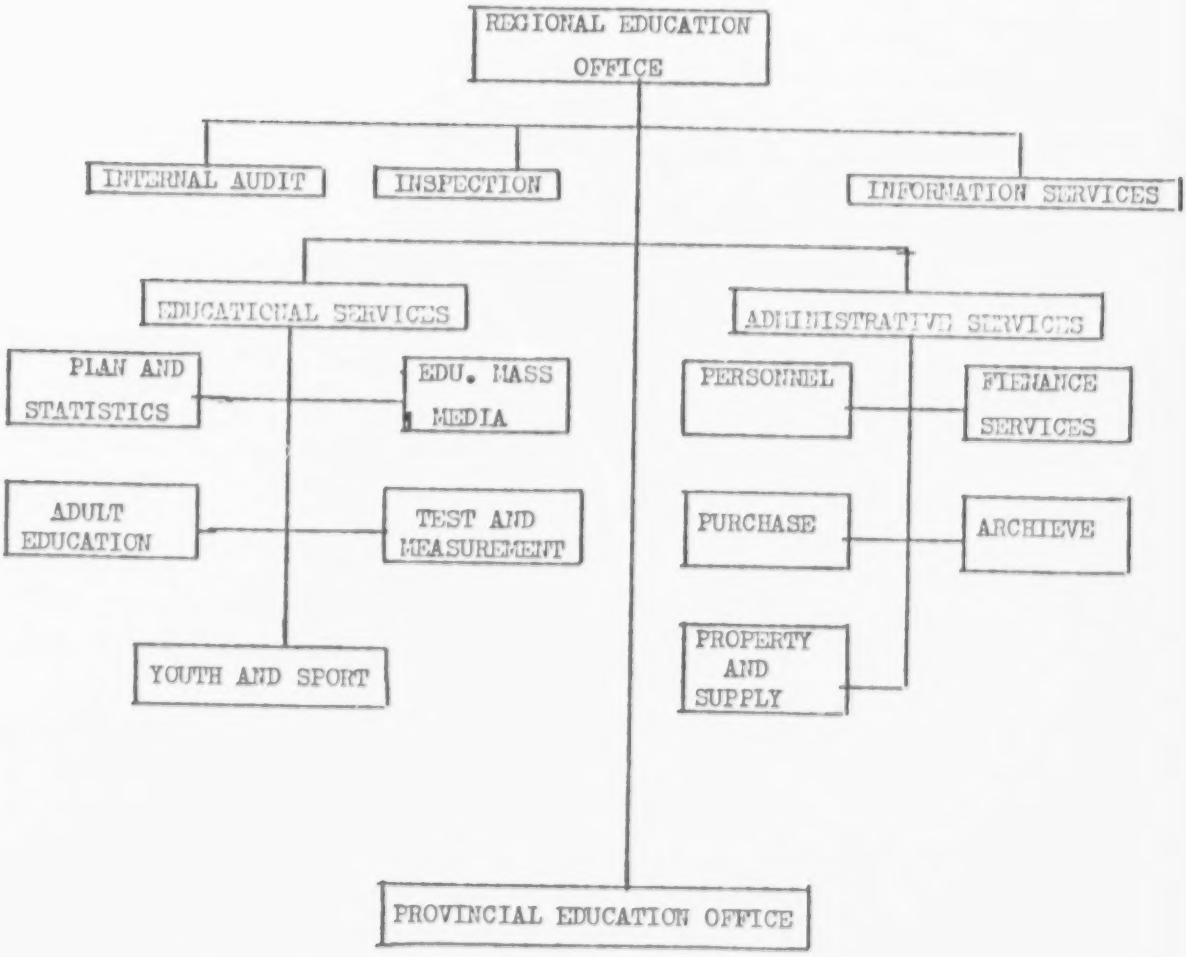
- Introduction to the National Socio-economic development plans (this introduction will assist the officers responsible for planning at the regional and provincial level to better understand the overall development plans under which they will be working);
- Principles of educational Planning and Management;
- Collection, analysis and utilization of educational data;
- Facility Planning and Management;
- Project preparation;
- Resource mobilization and utilization;

- Financial Planning and budgeting;

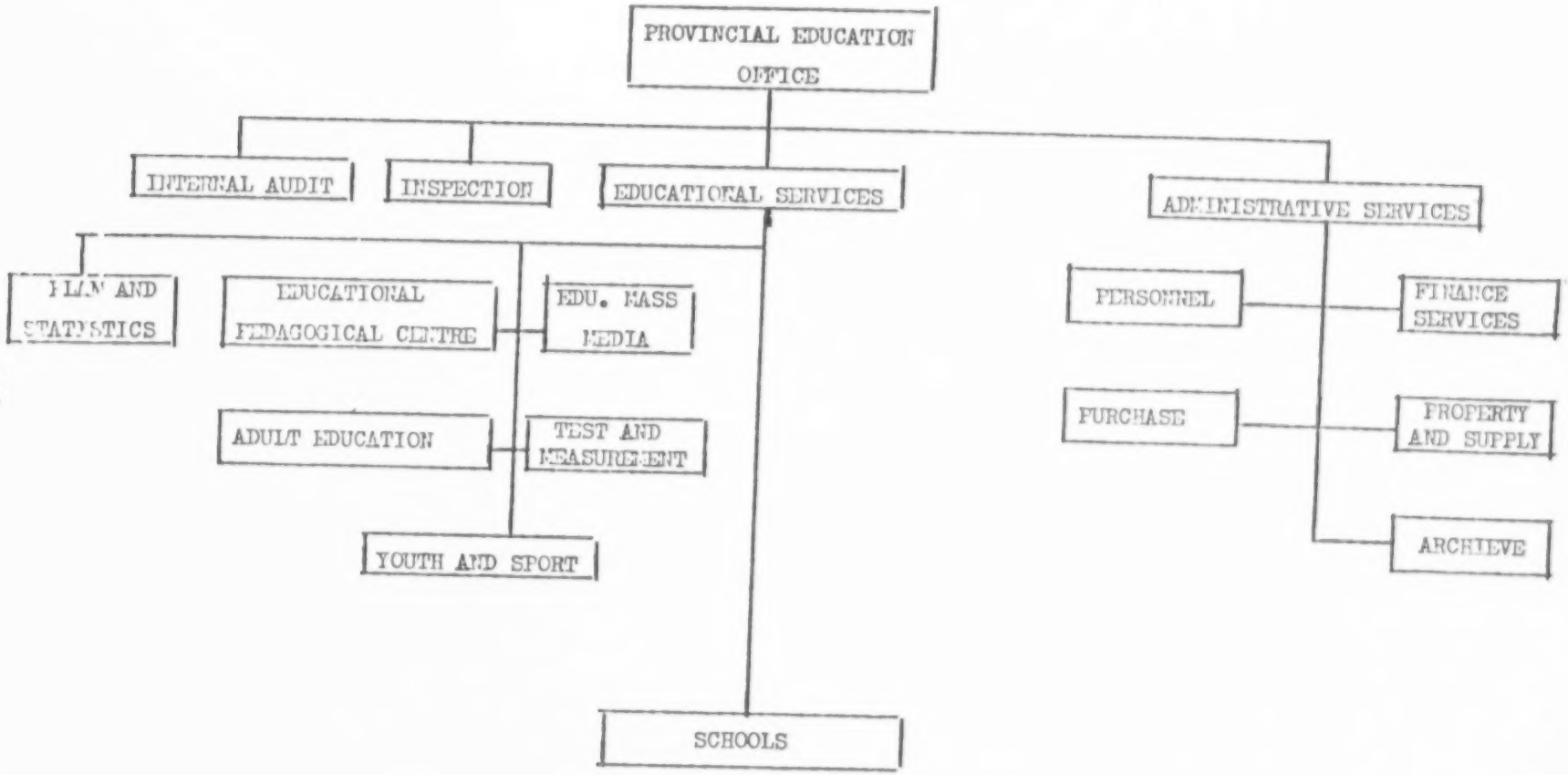
- Organization and management of institutions.

APPENDIXES

ORGANISATION CHART FOR REGIONAL EDUCATION SERVICES



ORGANISATION CHART FOR PROVINCIAL EDUCATION SERVICES



APPENDIX II

NATIONAL REPORT ON EDUCATIONAL PLANNING

AT THE REGIONAL LEVEL: MALAWI

Malawi National team

Mr. Peter Chitedze
Ms. Anjimile Kapakasa

I. THE COUNTRY PROFILE

Malawi is located in the southern part of Africa. It is a landlocked country and lies approximately between 10 and 18 degrees south latitude and between 33 and 36 degrees east longitude. Malawi is bordered by three countries: to the North and North East it has a common boundary with the United Republic of Tanzania; to the East, South and South West by the People's Republic of Mozambique and to the West by the Republic of Zambia. The country covers an approximate area of 117,050 square kilometres. The population is currently estimated at 7 million. Its economy is based on agriculture and 90 per cent of the population live in the rural areas.

II. GENERAL STRUCTURE OF THE EDUCATION SYSTEM

The formal educational system consists of five sections: Primary, Secondary, Teacher Training, Technical and Vocational and Higher Education.

(a) Primary Education

The primary education cycle in Malawi lasts 8 years - Standard 1-8. At the end of the eighth year, pupils write a public examination, the Primary School Leaving Certificate Examination (P.S.L.C.D.). To qualify for selection into secondary school, a candidate must pass English, Arithmetic and 4 other subjects. It should be pointed out, however, that less than 10 per cent of the primary school leavers go into secondary school (see Appendix 1).

(b) Secondary Education

The secondary stage of education lasts for 4 years. At the end of 2 years, candidates write the Junior Certificate Examination (J.C.E.). Some successful candidates continue for a further 2 years after which they sit for the Malawi School Certificate Examination (M.S.C.E.).

(c) Tertiary Education

After the Malawi School Certificate Examination (M.S.C.E.) some students join the primary teacher education. Others join the vocational and technical colleges while the cream (only 0.4 per cent) are selected to enrol with the University of Malawi for degree and diploma courses.

III. EDUCATIONAL PLANNING AND ADMINISTRATION AT THE CENTRE

Under the general administration activity of the Ministry of Education and Culture, the present Planning Unit is responsible for the provision of planning services to the overall educational system in Malawi. The Assistant Chief Education Officer (ACEO), who heads the Planning Unit, is responsible to the Deputy Secretary for Education and Culture for the day to day operations of the Unit (see Appendix II).

It should be pointed out that nearly all the staff in the Planning Unit are professionally trained to perform their duties effectively and efficiently. It is envisaged that the present Planning Unit will be expanded in scope and function with the possibility of setting up distinct sections i.e. Planning Services, Data and Statistics, Research and Evaluation, Computer Services, Project Implementation and School

Building Advice Services by mid 1990s; (see Appendix III).

An effort will be made to assist various regional, district and agency authorities to formulate regional, district and agency education development plans for primary and secondary education to ensure efficient utilization of the scarce financial and human resources.

IV. EDUCATIONAL PLANNING AND ADMINISTRATION AT THE REGIONAL LEVEL

Malawi is administratively divided into three regions: the Northern Region, the Central Region and the Southern Region. In each of the three regions, there is a Regional Education Office headed by the Regional Education Officer. Normally, the Regional Education Offices are located at the Regional Administrative Headquarters.

V. THE FUNCTIONS OF THE REGIONAL EDUCATION OFFICERS

(a) He represents the Ministry of Education at the Regional level;

(b) He interprets the policies of the Ministry to the Local Education Authority, Primary School teachers and the public;

(c) He advises the District Education Officers in the region;

(d) He provides feedback to the Ministry on matters concerning education in the region;

(e) He carries out educational administration and management duties as posting of teachers at elementary level, discipline of teachers and pupils, promotion, etc.;

(f) He advises and motivates School Committees to undertake self-help projects in the region.

VI. EDUCATIONAL PLANNING AND ADMINISTRATION AT THE DISTRICT LEVEL

The smallest administrative unit in Malawi is the District 1/. There are 28 District Education Officers in the country at present. The District Education Officers are primarily responsible to the Regional Education Officer.

VII. FUNCTIONS OF THE DISTRICT EDUCATION OFFICER

(a) He represents the Ministry of Education in the district;

(b) He interprets the policies of the Ministry to the Local Education AUthority, Primary School teachers and the public at large in the district;

(c) He advises the teachers in the district on all professional and personnel matters;

1/ See Appendix IV and the map of Malawi.

(d) He provides feedback to the Ministry through the Regional Education Office on matters pertaining to education in the district;

(e) He carries out educational administration and management duties such as posting of teachers, recruitment of untrained teachers, discipline of teachers and pupils, etc.;

(f) He advises and motivates the public through the Local Education Authority Committee, the District Development Committee and School Committees to undertake self-help projects in the region;

(g) He determines the required number of teachers, teaching/learning materials and distributes the same equitably in all primary schools in the district.

VIII. PRESENT EDUCATIONAL AND PROFESSIONAL QUALIFICATIONS OF THE REGIONAL EDUCATION OFFICERS AND DISTRICT EDUCATION OFFICERS

Until recently, the educational and professional qualifications of the Regional Education Officers (REOs) and the District Education Officers (DEOs) did not match with the demands of their work. The R.E.O.s and D.E.O.s used to perform their duties by trial and error thereby gaining experience through observation and practice.

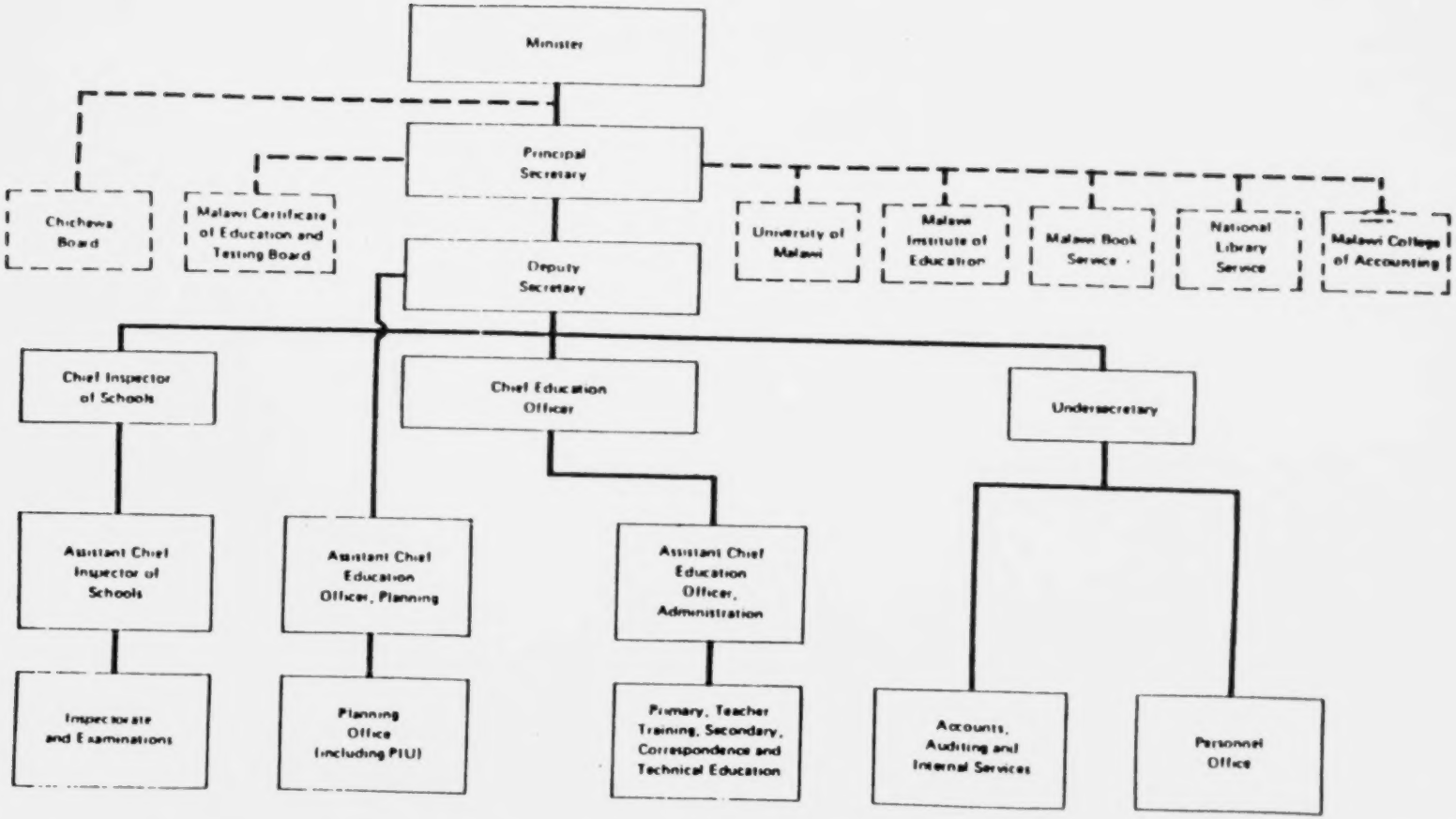
APPENDIXES

THE STANDARD 8-FORM I TRANSITION RATE: 1975/75 - 1984/85

YEAR	STD. 8 ENROLMENTS	NO. OF PSLC ENTRIES	NO. OF PSLC PASSES	% PASS (ENTRIES)	NO. OF FORM I PLACES	% OF STD. 8 OBTAINING FORM I PLACE	NO. OF 14 YEARS OLDS IN POPULATION	FORM I PLACES AS % AGE OF 14 YEARS OLD
1975/76	40 853	41 534	30 428	74.5	4 478	10.8	111 238	4.0
1976/77	47 774	43 661	31 883	73.0	4 690	9.8	114 130	4.1
1977/78	52 047	47 317	33 819	71.5	4 854	9.3	117 097	4.1
1978/79	54 195	51 915	37 651	72.5	5 210	9.6	120 142	4.3
1979/80	65 007	59 435	43 767	74.0	5 260	8.1	123 266	4.3
1980/81	70 661	66 767	49 090	73.5	5 408	7.7	126 471	4.3
1981/82	76 457	72 481	53 346	73.2	5 578	7.3	129 759	4.3
1982/83	79 753	77 553	56 728	73.1	6 068	7.6	133 133	4.6
1983/84	83 966	79 974	56 630	70.9	6 348	7.6	137 393	4.6
1984/85	85 804	83 823	59 828	71.4	6 906	8.0	140 965	4.9

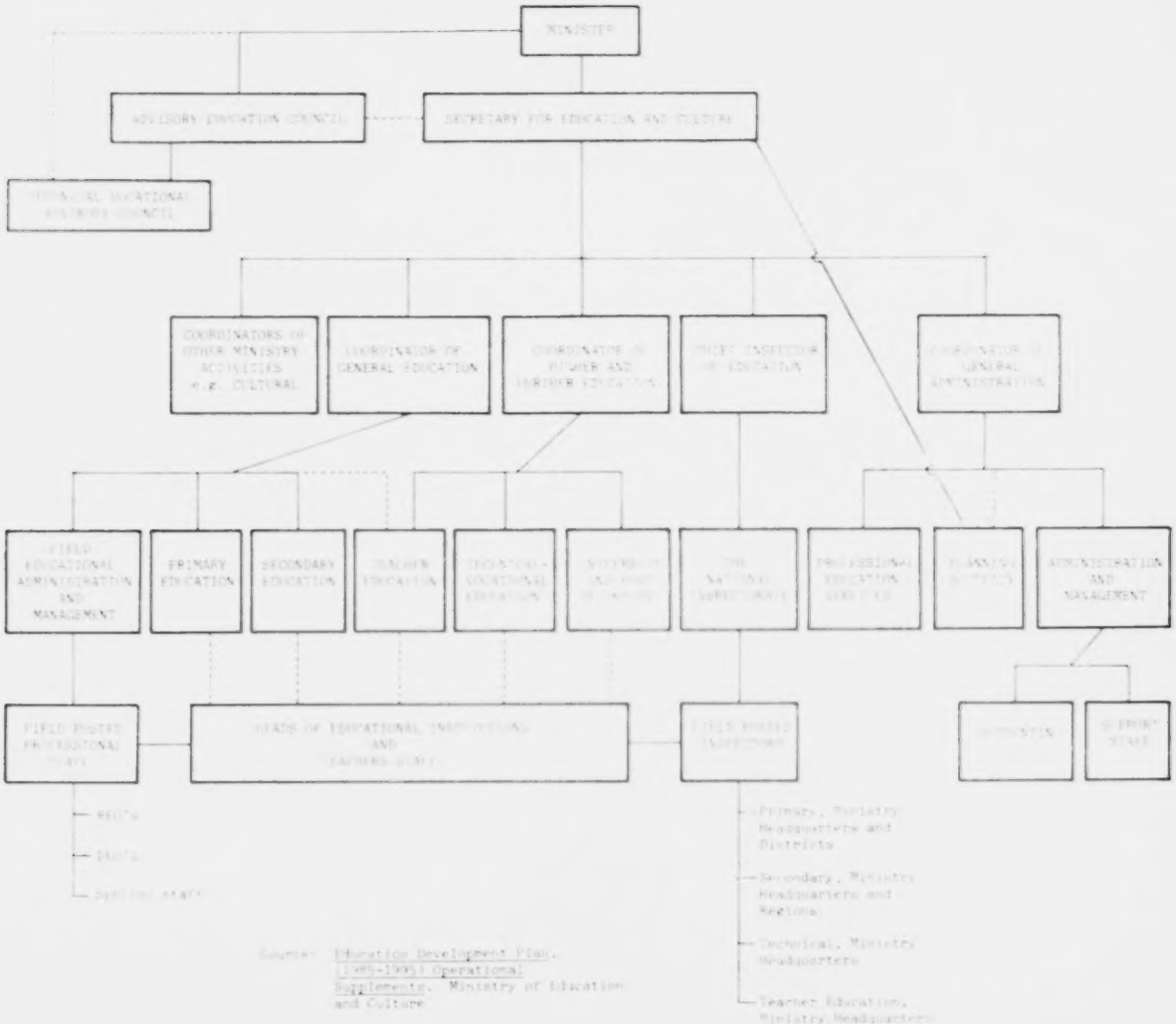
APPENDIX I

Organization of the Ministry of Education and Culture



Source: Malawi Fifth Education Project
Staff Appraisal Report

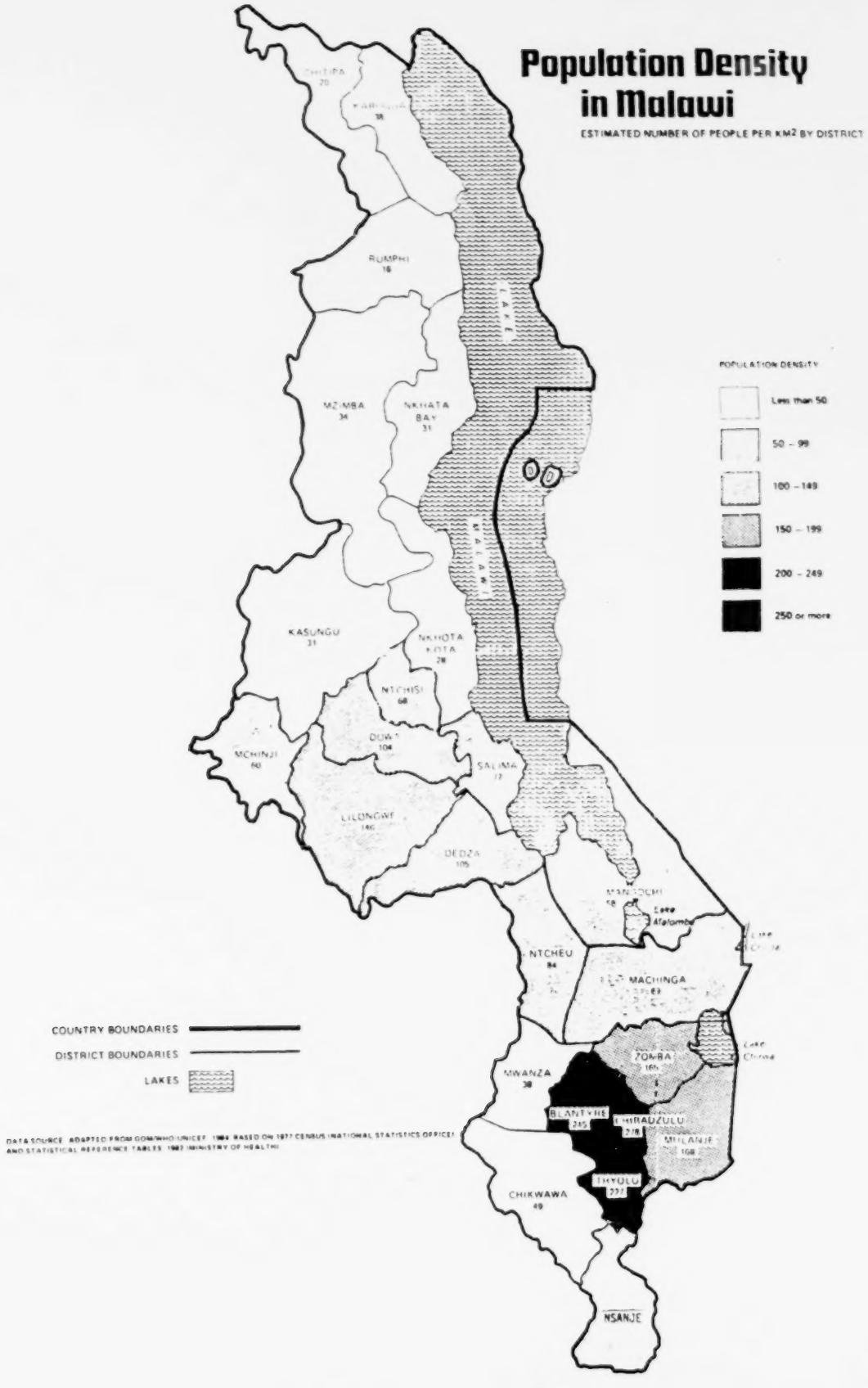
FUNCTIONAL ORGANISATION OF THE MINISTRY OF EDUCATION AND CULTURE BY THE MID 1990's


Primary, Ministry Headquarters and Districts
Secondary, Ministry Headquarters and Regions
Technical, Ministry Headquarters
Teacher Education, Ministry Headquarters

Source: Education Development Plan, 1985-1995: Operational Supplement. Ministry of Education and Culture

Percentage of Qualified Teachers according to type of school by District

Districts	Assisted Schools		Unassisted Schools		Percentage Qualified		
	Qualified	Unqual.	Qualified	Unqual.	Assist.	Unassist.	All
Chitipa	293	48	8	25	85.9	24.2	80.5
Karonga	365	54	2	22	87.1	8.3	82.8
Rumphi	323	50	0	15	86.6	0.0	83.2
Nkhata Bay	347	62	0	11	84.8	0.0	82.6
Mzimba	911	121	0	4	88.3	0.0	87.9
Mzuzy city	242	0	0	2	100.0	0.0	99.2
NORTHERN REGION	2481	335	10	79	88.1	11.2	85.7
Kasungu	453	60	1	51	88.3	1.9	80.4
Nkhotakota	215	48	2	12	81.7	14.3	78.3
Ntchisi	168	60	0	16	73.7	0.0	68.9
Dowa	382	72	0	21	84.1	0.0	80.4
Salina	222	48	1	25	82.2	3.8	75.3
Lilongwe Rural	912	163	5	27	84.8	15.6	82.8
Lilongwe City	814	0	31	3	100.0	91.2	99.6
Mchinji	278	65	0	18	81.0	0.0	77.0
Dedza	416	58	4	17	87.8	19.0	84.8
Ncheu	539	76	0	12	87.6	0.0	86.0
CENTRAL REGION	4399	650	44	202	87.1	17.9	83.9
Mangochi	219	66	3	58	76.8	4.9	64.2
Machinga	518	80	0	86	86.6	0.0	75.7
Zomba Urban	135	0	65	0	100.0	100.0	100.0
Zomba Rural	563	79	0	56	87.7	0.0	80.7
Chiradzulu	346	68	23	10	83.6	69.7	82.6
Blantyre City	1304	1	38	5	99.9	88.4	99.6
Blantyre Rural	393	108	4	53	78.4	7.0	71.1
Mwanza	146	43	22	19	77.2	53.7	73.0
Thyolo	563	111	12	31	83.5	27.9	80.2
Mulanje	757	104	3	53	87.9	5.4	82.9
Chikwakwa	287	56	0	28	83.7	0.0	77.4
Nsanje	150	51	0	15	74.6	0.0	69.4
SOUTHERN REGION	5381	767	170	414	87.5	29.1	82.5
WHOLE COUNTRY	12261	1752	224	695	87.5	24.4	83.6


Population Density in Malawi
ESTIMATED NUMBER OF PEOPLE PER KM2 BY DISTRICT
POPULATION DENSITY
Less than 50
50 – 99
100 – 149
150 – 199
200 – 249
250 or more
CHITIPA 20
KARONGA 18
RUMPHI 16
LAKE
MZIMBA 34
NKHATA BAY 31
KASUNGU 31
NKHOTA KOTA 28
NTCHISI 68
DOWA 104
MCHINJI 60
SALIMA 17
LILONGWE 146
DEDZA 105
MANGOCHI 98
Lake Malombe
NTCHEU 84
MACHINGA
ZOMBA 165
Lake Chilwa
MWANZA 38
BLANTYRE 245
MULANJE 168
THYOLU 227
CHIKWAWA 49
NSANJE
COUNTRY BOUNDARIES
DISTRICT BOUNDARIES
LAKES
DATA SOURCE: ADAPTED FROM GOM/WHO/UNICEF, 1984 BASED ON 1977 CENSUS; NATIONAL STATISTICS OFFICE; AND STATISTICAL REFERENCE TABLES, 1982 MINISTRY OF HEALTH

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NATIONAL REPORT ON EDUCATIONAL PLANNING

AT THE REGIONAL LEVEL: TANZANIA

Tanzania National Team

Mr. Michael Machari
Mr. Ernest Wamlyoma
Mr. Joseph M. Kiluma

Tanzania's formal education system starts at primary school level which lasts for seven years i.e. standard one up to standard seven. This level of education is universal and compulsory to all children of school age (i.e. 7-13 years). Secondary education is of four years duration at the lower level, that is forms I-IV and two years duration at the higher level i.e. forms V-VI. Tertiary education is provided by the two universities of Dar es Salaam and Sokoine. This basic structure is supplemented by formal and non-formal specialised training programmes under a number of ministries, such as, the Post Primary Technical education programme and Folk Development education programme all of which are under the Ministry of Education, vocational training programme under the Ministry of Labour and Manpower Development, Technical Colleges under the Ministry of Education and Accountancy training and management respectively under the Ministry of Finance and Labour and Manpower Development. The duration of these specialised training programmes varies between 1-3 years, except for the Folk Development education whose duration is between 3-9 months.

I. EDUCATION ADMINISTRATIVE UNITS

The country is divided into 20 regions which are further subdivided into 102 districts. Each district comprises of several units known as divisions and the latter comprises of smaller units called wards. The regions, districts, divisions and wards are used for civil administration, agricultural development, economic planning as well as educational planning and administration.

The key official in the education administrative structure at the regional level is the Regional Education Officer who is administratively responsible to the Regional Development Director and professionally to the Ministry of Education. He is assisted at the regional level by education officers for primary school inspection, adult education and the supplies and logistics officer. At the district level there is a similar structure with a District Education officer administratively responsible to the District Executive Director and professionally to the Regional Education officer. He is also assisted by primary school inspectors, adult education and supplies and logistics officers. At the Division level there is a Divisional Education Officer responsible for both primary and adult education. The functions and responsibilities of the above named officers will be explained in detail in section II.

Appendix I is a map showing administrative boundaries.

The magnitude of the regional units defined in terms of population, and primary education are respectively indicated in Tables 1 and 2.

The disparities of educational development among regions and between sexes are indicated in Table 3, using as indicator the admission rate to primary education.

Table 1. **POPULATION DISTRIBUTION BY REGIONS OF MAINLAND TANZANIA**

(Year 1986)

	Population (in 000')			
REGION	MALE	FEMALE	TOTAL	%
ARUSHA	624	603	1.227	5.61
DSM	800	696	1.496	6.84
DODOMA	583	621	1.204	5.50
IRINGA	527	604	1.131	5.17
KAGERA	662	687	1.349	6.17
KIGOMA	380	426	806	3.68
KILIMANJARO	549	576	1.125	5.14
LINDI	301	316	617	2.82
MARA	420	465	885	4.05
MBEYA	659	720	1.379	6.30
MOROGORO	583	584	1.167	5.33
MWANZA	891	896	1.787	8.17
COAST	288	301	589	2.69
RUKWA	310	319	629	2.88
RUVUMA	343	370	713	3.26
SHINYANGA	839	880	1.719	7.86
SINGIDA	357	393	750	3.43
TABORA	562	574	1.136	5.19
TANGA	632	638	1.270	5.81
MTWARA	433	464	897	4.10
TOTAL	10.743	11.133	21.876	100.00

Source: Statistical abstract 1984. Bureau of Statistics: Ministry of Finance, Planning and Economic Affairs DSM.

Table 2. **TOTAL PRIMARY ENROLMENT BY REGIONS (1986)**

REGION	BOYS	GIRLS	TOTAL	%
ARUSHA	88,335	83,710	172,045	5.43
DSM	66,284	77,647	143,931	4.55
DODOMA	82,819	85,470	168,289	5.32
IRINGA	102,311	105,395	207,706	6.56
KAGERA	93,036	91,705	184,741	5.84
KIGOWA	56,605	57,277	113,882	3.60
KILIMANJARO	104,504	105,417	209,921	6.63
LINDI	38,757	39,587	78,344	2.48
MARA	79,043	79,469	158,512	5.01
MBEYA	105,662	109,908	215,570	6.81
MOROGORO	75,377	77,965	153,342	4.85
MTWARA	59,230	59,012	118,242	3.74
MWANZA	141,188	137,664	278,852	8.81
PWANI	43,220	42,874	86,094	2.72
RUKWA	49,818	56,804	106,622	3.37
RUVUMA	53,527	54,664	108,191	3.42
SHINYANGA	117,928	109,909	227,837	7.20
SINGIDA	53,417	54,613	198,030	3.41
TABORA	67,233	65,426	130,659	4.13
TANGA	97,526	95,947	193,473	6.11
TOTAL	1,575,820	1,588,463	3,164,283	100.00

Source: Returns from Regions.

Table 3. **STANDARD I ENROLMENT RATES BY REGIONS AND BY SEX**

REGION	ELIGIBLE POPULATION			TOTAL ENROLLED			% ENROLLED		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
ARUSHA	20 613	20 027	40 640	14 471	12 891	27 362	70.2	64.4	67.3
DSM	19 677	20 947	40 624	12 214	12 606	24 820	62.1	60.2	61.1
DODOMA	19 251	19 794	39 045	13 483	13 542	27 025	70.0	68.4	69.2
IRINGA	18 675	19 618	38 293	16 212	16 329	32 541	86.8	83.2	85.0
KAGERA	20 188	20 545	40 733	13 804	14 050	27 854	68.4	68.4	68.4
KIGOM	12 394	12 563	24 957	9 943	10 071	20 014	80.2	80.2	80.2
KILIMANJARO	19 465	19 321	38 786	16 792	16 750	33 542	86.3	86.7	86.5
LINDI	9 039	8 545	17 584	6 503	6 252	12 755	71.9	73.2	72.5
MARA	14 819	15 071	29 890	12 388	12 535	24 923	83.6	83.2	83.4
MBEYA	21 968	22 524	44 492	18 666	18 394	37 060	85.0	81.7	83.3
MOROGORO	17 818	18 052	35 870	11 707	11 735	23 442	65.7	65.0	65.4
MTWARA	13 768	13 886	27 645	10 114	9 796	19 910	73.5	70.5	72.0
MWANZA	29 068	29 662	58 730	22 297	21 334	43 631	76.7	71.9	74.3
COAST	19 835	18 710	38 545	7 541	7 507	15 048	38.0	40.1	39.0
RUXWA	9 492	9 626	19 118	9 127	8 471	17 598	96.2	88.0	92.0
RUVUMA	11 713	11 561	23 274	8 794	9 134	17 930	75.1	79.0	77.0
SHINYANGA	30 468	31 409	61 877	22 615	19 773	42 388	74.2	63.0	68.5
SINGIDA	11 822	11 791	23 613	8 895	8 742	17 637	75.2	74.1	74.7
TABORA	19 994	17 773	37 767	13 301	12 314	25 615	66.5	69.3	67.8
TANGA	21 147	21 944	43 091	16 136	15 526	31 662	76.3	70.8	73.5
TOTAL	361 214	363 369	724 583	265 003	257 752	522 757	73.4	70.9	72.1

Source: (i) Population projection based on 1978 Population Census.

(ii) Statistical Abstract 1984: Bureau of Statistics: Ministry of Finance, Planning and Economic Affairs, DSM.

II. DECENTRALISATION OF EDUCATIONAL ADMINISTRATION AND PLANNING

A. The share of responsibility between the Central Government and the Regions

Before decentralisation, planning of educational programmes was undertaken at the central headquarters. In 1972 the government transferred some of its responsibilities to the Regional Authorities. Since then to-date, the management and control of primary and adult education has always been under the local authorities. But this act has not yet stopped the government to play its role.

The Central Government shares with the local authorities a number of responsibilities in endeavour to develop these levels.

Thus it: ensures the availability of teachers and administrative staff (regional and district education officers), including schools inspectors by training, recruiting and distributing them to the regions based on regional requirement and supply of such personnel;

provides local authorities with adequate grants, from public revenue, for teachers salaries and other financial benefits;

provides basic services to primary schools and adult education classes;

prepares curriculum and learning materials for primary schools and adult education programmes;

ensures the availability of prescribed textbooks stationery and teaching equipment for all subjects for the local authorities to purchase;

advises and clarifies to the regional authorities some of the educational issues that require clarity;

formulates educational policies and regulations pertaining to primary and adult education development.

The responsibilities of the Regional Authorities could be summarised as indicated below:

- control and manage primary and adult education development;
- prepare plans (annual, short term and long term) and make budget allocation for developmental projects. However, before plans become operational, the Minister for Education must approve them;
- organize and implement primary and adult education programmes and specific projects;
- provide funds for purchasing textbooks, school equipment, stationery;
- mobilise parents and some institutions (churches) in constructing classrooms, teachers quarters, etc.

B. Function of Educational officers working in the field of Planning and Administration

1. At the Regional level

(a) The Regional Education Officer (R.E.O.) is the professional expert and the chief representative of the Ministry of Education in the region. He manages and coordinates educational programmes and is the chief advisor of the Regional Development Director on various issues pertaining to education development.

(b) The Academic and Statistics Education Officer is responsible to the Regional Education Officer and chief advisor of the R.E.O. He supervises primary examination, educational research and evaluation. He is also responsible for data collection, preparation and dissemination of educational statistics. He is in charge of preparing teachers establishment in the region and in-service training programmes for primary school teachers.

(c) The Adult Education Officer advises the Regional Education Officer on all matters pertaining to adult education. He coordinates and monitors the implementation of adult education programmes and organizes seminars and workshops for adult education coordinators and teachers. He coordinates, analyses and disseminates adult education reports.

(d) The Education Officer - Teaching Aids advises the R.E.O. on all matters related to the teaching aids development. He is responsible for film show, distribution of rural newspapers and maintenance of audio visual equipment. He coordinates the development of primary schools and adult education libraries and is the reporter for rural press.

(e) The Education Officer - U.T.S. is mainly responsible for teachers' welfare. He is in charge of the preparation of teacher's seniority lists, and making recommendations for teachers promotions. He keeps and maintains records pertaining to Unified Teaching Service.

2. At the District level

It should be noted here that it is at the district, where actual practical implementation of primary education policies are carried out. The local authorities manage, maintain and administer both primary and adult education. At this level the education officers are charged with the following responsibilities:

(a) The District Education Officer (D.E.O.) is the professional expert and advisor to the Local Authority on all issues related to education development. He is responsible for the preparation and implementation of educational plans, programmes and projects including budget allocation. He ascertains that schools are provided with educational facilities - buildings, textbooks, etc. He supervises the implementation of educational Policies and Acts pertaining to education. He carries out research and evaluation of education programmes.

(b) The Logistics and supplies Education Officer is the chief advisor of the District Education Officer on all matters pertaining to education development in the district, e.g. expansion and consolidation of education. He is responsible for data collection and dissemination

of primary education statistics. He is responsible for the establishment of primary school mapping, school location and teachers establishment requirement.

He is responsible for procurement and distribution of school equipment, textbooks and teaching materials, etc. and prepares budget allocation for various projects. He controls developmental funds for educational development in the district.

(c) The Adult Education Officer advises the D.E.O. on adult education and is responsible for planning, implementation, monitoring and coordination of adult education programmes. He plans and supervises research and evaluation in adult education, collects, compiles, processes, analyses, and disseminates adult education statistics.

(d) The Education Officer - U.T.S. is responsible for teacher's confirmation, teacher's service terms, preparation of teachers seniority lists and maintenance of teachers registers. He makes recommendation for teacher's promotions and prepares teacher's pensions including death graduity records which are eventually submitted to the Unified Teaching Service Board. He organizes seminars which are related to teachers services.

(e) The Education Officer Responsible for Domestic Science is the chief advisor of the District Education Officer on Domestic Science in the district and coordinates all activities related to school feeding programmes, nutrition and community health. He organizes and runs domestic science seminars, workshops and short courses for primary and adult education teachers, supervises domestic science examination, research and evaluation and participates in the preparation of the syllabus and material development.

(f) The Education Officer Responsible for Technical Education - Arts and Crafts coordinates the teaching of Arts and Crafts subjects in primary schools, postprimary technical and adult education centres and advises the D.E.O. on technical educational (Arts and Crafts) subjects. He supervises technical examinations evaluations and researches.

(g) The Education Officer responsible for Development of Teaching Aids advises the District Education Officer on teaching aid development for primary schools and adult education Centres/Classes. He is the coordinator of media education (radio, filmshow) and correspondence courses. He establishes and organizes school and adult education libraries. He distributes rural newspapers to the villages, including collection of money acruing from sales of the newspapers.

III. EDUCATIONAL BACKGROUND AND PROFESSIONAL EXPERIENCE OF EDUCATIONAL OFFICERS WORKING AT THE REGIONAL LEVEL

A. Education background and professional experience

The educational background of educational officers working at the regional district level differs. To be appointed to the post of R.E.O., one need to have at least a basic degree. As for the other education officers working with R.E.O., they should have National Form VI Certificate (Advanced School Certificate) plus a diploma in education. Under special case, the post of R.E.O. might be held by an education officer with a diploma, but he/she should have a very good record of

work.

At the district level, the district education officer should possess an advanced certificate plus a diploma in education. Other education officers working under him, should at least have a very good National Form Four Certificate (School Certificate 'O' Level) either diploma in education and good report pertaining to their career. Finally both education officers working at regional or district level have usually professional experience of not less than five years.

B. In-Service Training Received

After their appointments as education officers, they undergo some in-service training ranging from orientation courses, seminars to workshop, etc. The in-service training programmes, which they have attended are of short duration, lasting from two to twelve weeks.

During the in-service training, the education officers have covered the following areas:

- School administration,
- Educational statistics (data collection, data processing, analysis of data, drawing of charts, graphs, etc.);
- Curriculum development, mainly syllabus compilation;
- School inspection and classroom observation;
- Micro-planning and school location;
- Some elements of financial management.

IV. IN-SERVICE TRAINING PROGRAMME

A. Type of in-service Training organized

At the moment, there are no permanent and coordinated regular in-service training programmes organized for the educational officers working at the regional level. The training programmes are usually initiated and organized by individual departments whenever training needs arise within the department or institutions.

In the Ministry, the four departments, each has formulated an in-service training programme for regional education officers. The Department of Planning has an in-service training programme in statistics and school location (micro-planning and school mapping). And the Departments of Primary Education and Adult Education, both organize orientation programmes in techniques of education administration, evaluation and research, school inspection and classroom observations.

The programmes are organized in the form of workshops, seminars and short courses. They usually last for two to four weeks.

B. Area covered

In general, the area covered by these programmes are as follows:

- educational statistics - data collection processing, analysis of

data, preparation of charts, graphs, pyramids, etc.;

- micro-planning and school location;

- evaluation and research;

- techniques in school inspection and classroom observation;

- school administration;

- elements of financial management.

C. Trainers

In our administrative system, the person with an authority is the one who initiates a training programme and becomes responsible for it. But in implementing it, he may appoint one of his Senior Officers to administer and supervise the programme.

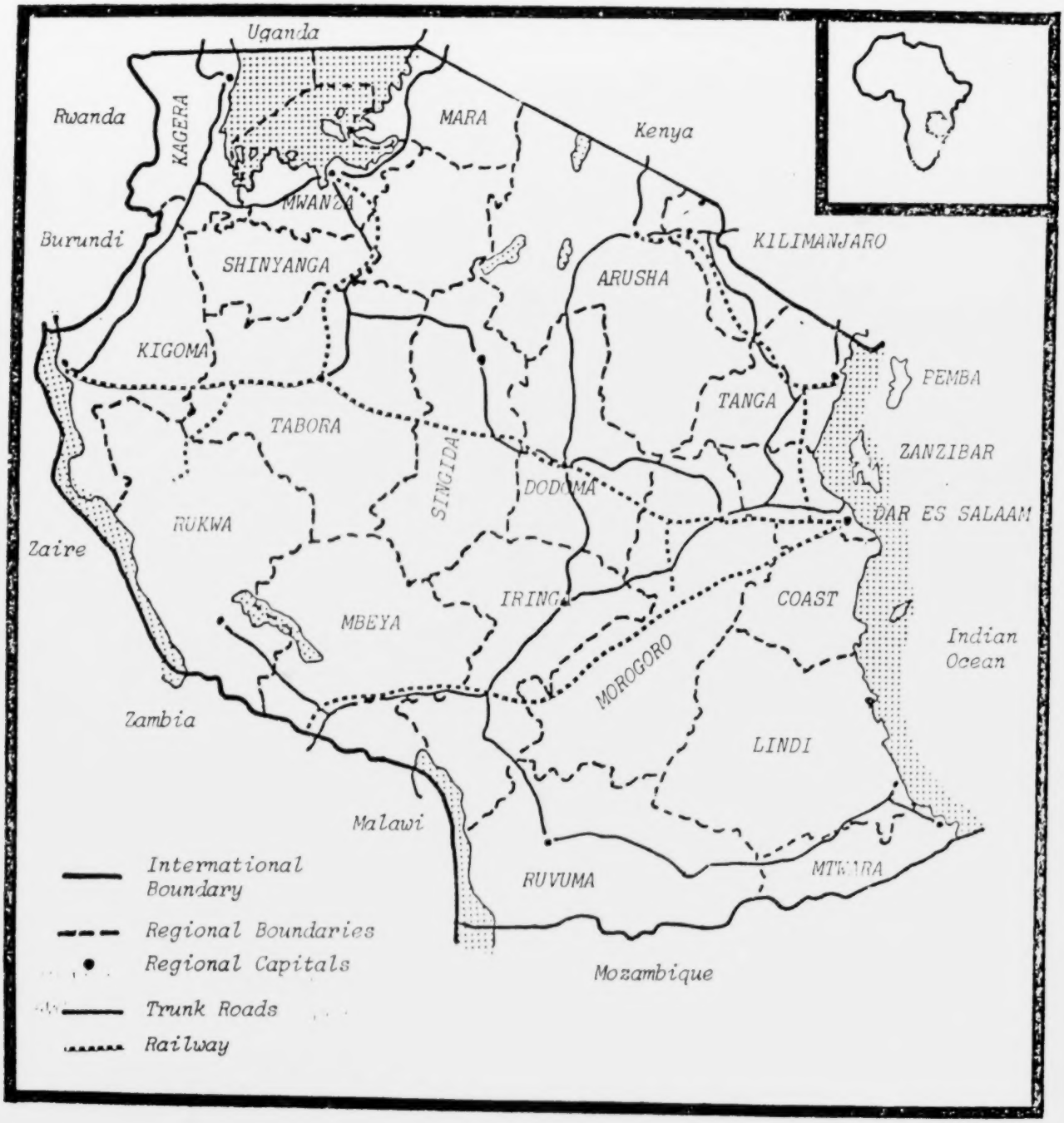
As regards trainers, a training team, often times, is composed of department's experts. In rase cases, the trainers and resource persons of the programme could be sought from outside the department.

CONCLUSION

This paper has briefly tried to give a summary of the role and responsibility of both Central Government and Local Authorities in endeavour to develop primary and adult education in the regions. It gives a brief account of functions and responsibilities of educational officers working in the regions and how they are given in-service training in order to improve their efficiency at their places of work. It has also attempted to show some topics/areas of training which are covered in the programmes.

TANZANIA

LOCATION AND ADMINISTRATIVE DIVISIONS



NATIONAL REPORT ON EDUCATIONAL PLANNING

AT THE REGIONAL LEVEL: UGANDA

Uganda National Team

Mr. T.R. Balemesa
Mr. Stephen Maloba
Ms. Emma Lugujjo

UGANDA COUNTRY PAPER PRESENTED TO THE WORKSHOP ON TRAINING OF TRAINERS IN EDUCATIONAL PLANNING

Nairobi, Kenya

BACKGROUND

Uganda is a land-locked country situated along the equator. It covers a total area of 241,000 sq. km. Most of the arable land is fertile and suitable for production of a variety of crops and livestock while most swamps have good potential for rice and horticultural cultivation.

The national population census of January 1980 showed that the population of Uganda was 12,634,080 of which 90% live in rural areas. The economy of Uganda is predominantly agricultural.

The economic difficulties and political instability of the late 70's and early 80's seriously affected the social infrastructures of the country. The education sector was not an exception. Efforts of Government are now being directred towards recovery, rehabilitation and reconstruction.

I. EDUCATION ADMINISTRATIVE TERRITORIAL UNITS

Education in Uganda is regarded as part and parcel of independent Uganda's policy for National Development. For that matter Government has been spending over 20% of its revenue. There has been rapid expansion at all levels of the education system:

	1981	1986
No. of Primary schools	4585	1059
No. of Secondary schools	256	516
No. of Technical schools	38	55
No. of Teacher Training Colleges	37	91

(a) Type of Administrative Units

The formal education system which comprises primary, secondary and post secondary is administered centrally by the Ministry of Education. The organisation chart for the Ministry of shown in appendix I. Although the administration of the education system is generally centralised, in 1983 the country was subdivided into 12 regions 1/. For education purposes, each region is headed by a Regional Education Officer at the level of an Assistant Chief Education Officer directly answerable to the Chief Education Officer. Below the regional level are 44 education districts headed by a District Education Officer (DEO).

According to the 1970 Education Act, which gives guidelines for the Administration of the education system, the Chief Education Officer (CEO) has the overall control over the schools and colleges and is

1/ For more details see Appendix II, Population Distribution by Region and District and, Appendix III, Map of the Administrative Region of Uganda.

responsible for supervision and inspection of the educational institutions and is assisted by Inspectors of Schools. He is the custodian of academic standards and sees to it that appropriate curricula and instructional materials are in the schools.

In the field of educational planning, there is a Planning and Statistical Unit within the Ministry of Education, which is headed by an Assistant Chief Education Officer. The increasing awareness of the importance of Planning apart from being considered an instrument for educational innovation is a pre-requisite for the efficient utilization of the available resources both human and material.

The responsibility of the Planning Unit includes the preparation of projects for the education sector plans and, in conjunction with the Ministry of Planning and Economic Development, the annual preparation of the budget for capital expenditure. The unit is also responsible for the supervision of capital works, including disbursement and accounting of funds for construction and the collection, analysis, and reporting of Educational Statistics and also the preparation of projects for external financing. The unit has an establishment of five professional staff, 3 sub-professional and ten other lower cadres. It should be noted that there are no corresponding planning and statistics units at the regional or the district levels. The Regional Education Officer and District Education Officer are expected to carry out planning activities for their areas.

To a large extent the subdivisions do coincide wit those of civil administration and agricultural development particularly at district levels. For economic planning it is centrally done by the Ministry of Planning and Economic Development in consultation with Regions and Districts.

(b) Size of Territorial Units

The size of the territorial units vary from one region to another and from one district to another. Areas with low population like Bundibugyo, Kapchorwa, Karamoja and Moyo are either mountainous or have arid climate. Generally the distribution of population in the districts is uneven. This, in a way, affects the distribution of Schools and Colleges in the various districts. Appendix IV shows the estimated Gross enrolment at Primary Level by Region and District in 1980.

(c) Disparities among the Territorial Units

There is a marked disparity in the number of educational institutions in the Districts. This is mainly due to size, population and the economic status of the districts. During the early part of the 80's there was an increased demand for schools in every district. This was politically motivated and was in response to the promises made during the campaign period.

In 1982 the educational census carried out revealed that 8 districts, had less than 100 primary schools and two of these districts Moyo and Moroto had 21 and 27 primary schools respectively. Yet Moroto is one of the largest districts. 8 districts have over 200 primary schools. Bushenyi district had 429, the highest number of schools, but its enrolment was less than that of Tororo district with 359 schools (Bushenyi had 99,911 pupils while Tororo had 114,768).

II. DECENTRALISATION OF EDUCATIONAL ADMINISTRATION AND PLANNING

(a) The share of responsibility between the Central Government and the Regions

The administration of education and planning in Uganda is very centralised. The Minister responsible for Education is directly answerable for the cabinet on policy, budgetary and implementation aspects. He is assisted by a Minister of State who concerns himself with administrative, political, disciplinary and personnel matters in the Education system.

The two political appointees are assisted by the Permanent Secretary who is the accounting officer, policy implementor and co-ordinator of all the Divisions in the Ministry like Schools and Colleges, Higher Education, Administration, Finance, Teaching Service Commissions, Inspectorate, National Commission for Unesco, Makerere University, Uganda National Examinations Board and the National Curriculum Development Centre.

The Permanent Secretary is in turn assisted by two key professional Officers. The Chief Education Officer is the chief advisor and executive in all administrative and planning aspects affecting schools and Colleges comprising Primary, Secondary, Technical, Business, Teacher Education and Special Education particularly with the help of the Planning and Statistics Unit. He works in consultation with the Chief Inspector of Schools who is responsible for the efficient functioning of the Inspectorate Division responsible for maintaining acceptable Education standards, examinations, scholastic materials, teaching techniques and methods, curriculum and the efficient functioning of all schools and colleges. The greatest share of responsibility between the Central Government and the Regional authority in Educational administration and planning lies with the Central Government at the Ministry of Education Headquarters.

However, the Regional Education Officers and Regional Inspectors of Schools are responsible for the following aspects of Education Administration:

(a) ensure efficient administration of Schools and Colleges and regular inspection of teachers' work, with a view of assisting them and reporting on their performance;

(b) recommend, advise and take decision, where necessary, on appointments, general staffing and discipline of teachers in the region;

(c) ensure proper and efficient functioning of Boards of Governors and Management Committees and their membership;

(d) advise on the establishment of schools for the handicapped, new schools and monitor their performance;

(e) inspect, advise and report on professional matters, physical facilities, teaching materials and equipment in schools;

(f) monitor and supervise, where necessary, construction of new buildings and facilities;

(g) assist the Planning Unit by way of advice on establishment and

expansion of Educational Institutes;

(h) stimulate and inspire professional associations, seminars, courses and workshops;

(i) co-ordinate co-curricular activities like music, sports, games and drama;

(j) assist examining panels in the assessment of final year students in Teacher Training Colleges;

(k) assist in matters connected with the Teaching Service Commission;

(l) facilitate collection, storage and distribution of educational data;

(m) remain the effective link between the region and the Ministry Headquarters for the purpose of facilitating, guiding and ensuring effective policy implementation. In practice, very little education planning has been undertaken at the Regional Level largely because the Regions are not yet firmly established and equipped with the necessary authority and facilities such as funds, transport, equipment and, in some cases, office accommodation.

(b) Function of Educational officers working in the field of Planning and Administration

In accordance with the provisions of the local Administration Act, 1967, sections 3, 4 and 6, Primary Education is a transferred service to the Ministry of Local Administrations, through their Districts Administrations, and Urban authorities. The District Education Officer is the overall Education Administrator in the District. He works through the Education Committee which is responsible for the Administration of all the educational services transferred to a District Administration or Urban authority under any law for the time being in force.

(a) In terms of data collection, processing and analysis, the District Education Officer and his team of Officers must submit annual statistical returns to the Planning Unit at the Ministry Headquarters in a specified format. The District must collect, process, analyse and store its own data regarding number of schools by level, classrooms, enrolment, staff, etc.;

(b) The District Officer guides the Education Committee in plan preparation and implementation through initiating these plans to produce the District Education Development Plan, in accordance with the Education Act, 1970, section 6;

(c) The committee prepares annual District Education estimates and compiles financial records, subject to approval by auditors, ensuring that the approved budget is strictly adhered to;

(d) The committee is responsible for setting up and establishing new Primary Schools and expansion of

existing schools, in accordance with the development plan.

(e) It monitors the implementation of education projects through School Management Committee and the District inspector of Schools;

(f) The District Education Officer is directly responsible for the deployment of all teachers allocated to the District by the Ministry Headquarters, for the recruitment of untrained teachers, who must be licensed and for transfers and disciplinary action.
He may appoint teachers to positions oly in an acting capacity. The powers of substantive appointment of teachers lies with the Teaching Service Commission;

(g) Maintenance and repair of school buildings is the responsibility of the District Administration or Urban authority, whereas the provision of classrooms and teachers' houses is the responsibility of parents;

(h) Production and distribution of equipment and teaching materials to educational institutions is a shared responsibility between the Central Government and the District Education Committee through the initiative of the District Education Officer.

In terms of financial responsibilities, therefore, the District Administration is expected to meet personel emoluments of staff in the education office who are not paid by the Ministry of Education, bursaries of secondary school students, provisions of capital assets and equipment to assist parents in construction of classrooms and teachers' accommodation, costs of transfers of teachers within the District and the District Education Officer's and his team's travelling expenses, office stationery, postal charges, water, electricity and telephpone charges, etc. The District Education Officer also collects school fees and maintains a central account of all school fees in accordace with the Education (Management) Committee rules.

However, it is important to note that although Primary Education is a transferred service to the Ministry of Local Administration and Urban Authorities, the teachers and the Education Professional staff remain the employees of the Ministry of Education and, therefore, Local Government has never felt that it is fully responsible for Primary Education. Meanwhile, the Ministry of Education feels no obligation towards providing physical facilities for this cycle of Education beyond the provisions of the relevant Acts.

III. EDUCATIONAL BACKGROUND AND PROFESSIONAL EXPERIENCE OF EDUCATIONAL OFFICERS WORKING AT THE REGIONAL LEVEL

(a) Education background and professional experience

Educational officers working in administration and planning at the regional level are basically primary school teachers who would have taken a four year Teacher Training Course after Primary Education to obtain a Grade II Teaching Certificate and upgraded to Grade III, through in-service courses or a Grade III teacher who obtains, this certificate after two years, Teacher Training, having completed the

Ordinary Level Certificate Course. Anything higher is always an advantage and as a result there may be Grade IV/V teachers, or Graduates with teaching Diploma qualifications.

Non-graduates have to undergo promotional interviews starting from Assistant Education Officer or Assistant Inspector of Schools through Senior Assistant, Education Officer or Inspector of schools at District level.

The next rank is that of Senior Education Officer or Senior Inspector of Schools which is subject to a promotional exercise for those already in the field and they can either serve at the District or the Region. Equally so, Assistant Chief Education Officers or Assistant Chief Inspectors of Schools can either serve at the Regional or the Ministry Headquarters.

All educational officers at this level, therefore, will have been professional teachers who would have gained experience as administrators from being a Headmaster through the various administrative ladders.

(b) In-service training received

Most educational officers of the District and the Region have undergone upgrading Training of either one year at Grade III or two years at Grade IV/V. A few have undergone sandwich courses under Commonwealth schemes, British Council or Canadian Teachers' Federation in conjunction with the Ministry of Education. These programmes have been condensed to cover basic knowledge about Theory and Practice of Administration and Management, basic skills in School/Educatioal Planning, Supervision and Evaluation. These have been two week courses. Others have attended Educational Conferences or Seminars sponsored by UESCO, comprising lectures and discussions on Administration and Planning in Education. Admittedly, there has been a remarkable deficiency in the area of in-service training. These courses, seminars or conferences have often been offered to such a wide range of officers that in most cases they have not achieved the desired goals. For instance, Regional Education Officers, Regional Inspector of Schools, District Education Officers and Inspectors of Schools, Headmasters of Secondary Schools and Headteachers of Primary Schools have sometimes been combined in a common session. This tends to reduce the effectiveness of some fo the courses offered.

IV. IN-SERVICE TRAINING PROGRAMME

In addition to up-grading programmes, the Uganda Teachers Association organised a four year plan programme in In-service courses for Classroom Teachers, Headteachers, Principals of TTC's and Technical Institutes, Regional Education Officers and Education Officers. This course was run on a yearly basis starting with 1982 and ended in 1985. The participants attended during the long vacation in Kampala, Lira and Mukono.

The financing was a joint venture of the Canadian Teachers Federation, Uganda Teachers Association and Ministry of Education.

The areas covered included:

(1) The Theory of Educational Administration

(a) The theoretical framework of Educatioal Administration;
(b) Philosophy, Goals and Objectives of Education;
(c) Modern theories of Education Administration;
(d) The Administrator and the Teaching Profession;
(e) Leadership in Administration;
(f) The Role of the Head Teacher.

(2) The Process of Administration

(a) Communication and Counselling in School/Colleges;
(b) Public relations;
(c) Methods of Communication;
(d) Recognising Communication;
(e) Decision-making and implementation of decision;
(f) Supervising of Professional Personnel:
(g) Evaluation of Professional Personnel;
(h) Human relations in Education Administration;
(i) Discipline and Order in School/College;
(j) Professionalism in Education - Ethics and Standards;
(k) 'Schools do make a difference'.

(3) Educational Finances

(a) Budgeting for Educational Services;
(b) Administration of School/College Finances;
(c) The accounting system.

(4) Health Education in Schools and Colleges

(a) The concept and philosophy of School Health Education;
(b) School Health in the context of Health Care;
(c) The role of Administration in School Health Programme;
(d) Implementation of Health Education Programmes in Schools/Colleges

In addition, there were Panel discussion-topics as follows:

(a) The challenges of Teaching as a profession;

(b) The importance of the Board of Governors Rules and Management Committees' Rules;

(c) The role of the Teachers Professional organs;

(d) The role of Health Education in Schools/College;

(e) The PTA Present and Future status;

(f) The role of the School in Communication;

(g) School/College Administration vs Classroom Teaching: "Should an administrator teach?";

(h) Teacher's Professional roles towards pupils and Teachers, Parents and the Community;

(i) The role of Education Act (1970);

(j) The Teaching Service Commission and the Teacher's conditions of Service and Rules.

TRAINERS

The trainers included Experienced Teachers in School Educational administration provided by the Canadian Teachers Federation jointly with local Experts usually drawn from the Faculty of Education and the administration section of the Ministry of Education.

V. FUTURE TRAINING PROGRAMMES

(a) Identification of training needs

In order to take into account the political, economic, social and cultural needs of Uganda a number of programmes for educational administration and planners have to be identified and these include the following:

1. Education organisation, management, administration and planning;
2. Curriculum development and diversification;
3. Resource Management;
4. Youth unemployment, guidance counselling;
5. Special Education;
6. Management training for Women and Primary Healthcare;
7. Design and Production of Teaching materials and equipment;
8. Universal Primary Education;
9. Rural Development;
10. Distance learning/teaching;
11. Educational Technology.

(b) Areas covered by future training programmes

The Ministry envisages to organise training programmes of short duration in form of Seminars, in-service courses, workshops and short courses to cover the following areas:

1. Basic skills in organisation, management and administration, including theory and practice in education;
2. Basic skills in Education Planning and statistics to cover project preparation and implementation, statistical analysis, data processing and use of computers;
3. Curriculum development to cover theory, principles and design;

4. Special education and distance teaching to cover teaching methods and techniques for the handicapped, adults and school drop outs;

5. Skills in guidance, counselling upwards career choices and vocation;

6. Basic skills and strategies for exploiting the rural environment;

7. Basic knowledge towards an appreciation of the urgent need for Primary Health care, Universal Primary Education and management of Non-Government Organisations;

8. Design and production of Science equipment.

The details of each programme will be determined by the type of officers or participants from whom it is designed and the duration of the course, seminar or workshop. Such courses, however, will mainly affect Education officers and Inspectors of schools at the Ministry Headquarters, Regional level and Districts, curriculum specialist, Heads of Schools and Colleges, Directors of Institutions and classroom teachers.

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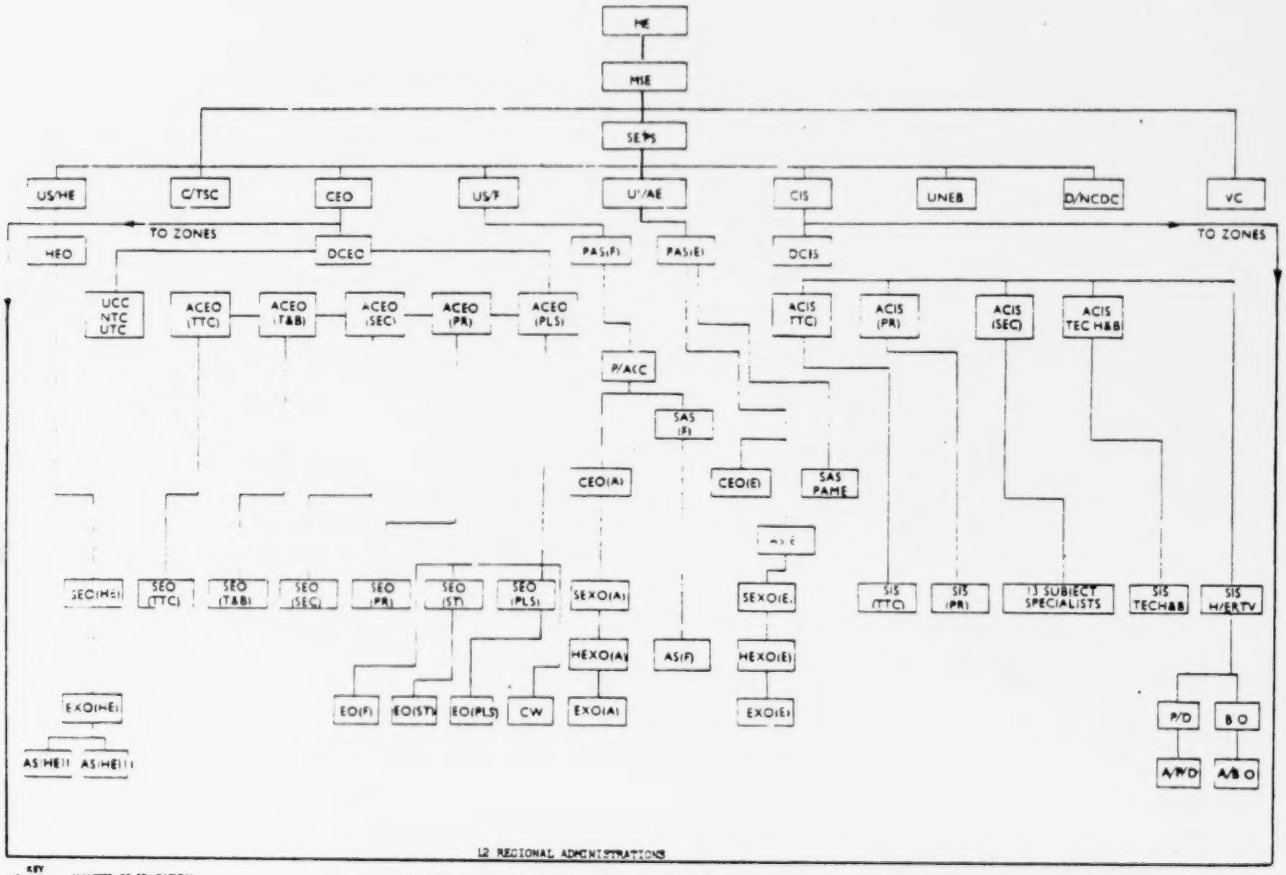
APPENDIXES

1983 MINISTRY OF EDUCATION ORGANISATION CHART
HEADQUARTERS



KEY

ME	MINISTER OF EDUCATION
MSE	MINISTER OF STATE FOR EDUCATION
SE/PS	PERMANENT SECRETARY
US	UNDER SECRETARY
CEO	CHIEF EDUCATION OFFICER
CIS	CHIEF INSPECTOR OF SCHOOLS
UNEB	UGANDA NATIONAL EXAMINATIONS BOARD
D/NCDC	DIRECTOR, NATIONAL CURRICULUM DEVELOPMENT CENTRE
C/TSC	CHAIRMAN, TEACHING SERVICE COMMISSION
VC	VICE-CHANCELLOR, MAKERERE UNIVERSITY
HEO	HIGHER EDUCATION OFFICER
DCEO	DEPUTY CHIEF EDUCATION OFFICER
PAS(F)	PRINCIPAL ASSISTANT SECRETARY, FINANCE
PAS(E)	PRINCIPAL ASSISTANT SECRETARY, ESTABLISHMENT
DCIS	DEPUTY CHIEF INSPECTOR OF SCHOOLS
UCC	UGANDA COLLEGE OF COMMERCE
NTC	NATIONAL TEACHERS COLLEGE
UTC	UGANDA TECHNICAL COLLEGE

ACEO(TTC)	ASSISTANT CHIEF EDUCATION OFFICER, TEACHER TRAINING COLLEGES
ACEO(T&B)	ASSISTANT CHIEF EDUCATION OFFICER, TECHNICAL AND BUSINESS
ACEO(SEC)	ASSISTANT CHIEF EDUCATION OFFICER, SECONDARY
ACEO(PLS)	ASSISTANT CHIEF EDUCATION OFFICER, PLANNING AND STATISTICS
P/ACC	PRINCIPAL ACCOUNTANT
ACIS(TTC)	ASSISTANT CHIEF INSPECTOR OF SCHOOLS, TEACHER TRAINING COLLEGES
ACIS(PRI.)	ASSISTANT CHIEF INSPECTOR OF SCHOOLS, PRIMARY
ACIS(SEC.)	ASSISTANT CHIEF INSPECTOR OF SCHOOLS, SECONDARY
ACIS(T&B)	ASSISTANT CHIEF INSPECTOR OF SCHOOLS, TECHNICAL AND BUSINESS
SAS(F)	SENIOR ASSISTANT SECRETARY, FINANCE
SAS/PAME	SENIOR ASSISTANT SECRETARY AND PERSONAL ASSISTANT
CEO(E)	CHIEF EDUCATION OFFICER, ESTABLISHMENT
CEO(A)	CHIEF EDUCATION OFFICER, ACCOUNTS
AS(E)	ASSISTANT SECRETARY ESTABLISHMENT
SEO(HE)	SENIOR EDUCATION OFFICER, HIGHER EDUCATION
SEO(TTC)	SENIOR EDUCATION OFFICER, TEACHER TRAINING COLLEGES
SEO(T&B)	SENIOR EDUCATION OFFICER, TECHNICAL AND BUSINESS
SEO (SEC.)	SENIOR EDUCATION OFFICER SECONDARY
SEO(PR.)	SENIOR EDUCATION OFFICER, PRIMARY

SEO(ST)	SENIOR EDUCATION OFFICER, STATISTICS
SEO(PLS)	SENIOR EDUCATION OFFICER, PLANNING AND STATISTICS
SEX O(A)	SENIOR EXECUTIVE OFFICER, ACCOUNTS
SEX O(E)	SENIOR EXECUTIVE OFFICER, ESTABLISHMENT
SIS(HERTV)	SENIOR INSPECTOR OF SCHOOLS/HEAD OF EDUCATION RADIO AND TV
EX O(HE)	EXECUTIVE OFFICER, HIGHER EDUCATION
EO(F)	EDUCATION OFFICER, FINANCE
EO(ST)	EDUCATION OFFICER, STATISTICS
EO(PLS)	EDUCATION OFFICER, PLANNING AND STATISTICS
C.W	CLERK OF WORKS
HEX O(A)	HIGHER EXECUTIVE OFFICER, ACCOUNTS
AS(F)	ASSISTANT SECRETARY, FINANCE
HEX O(E)	HIGHER EXECUTIVE OFFICER, ESTABLISHMENT
P/D	PRODUCER/DIRECTOR
BO	BROADCASTING OFFICER
EX O(A)	EXECUTIVE OFFICER, ACCOUNTS
EX O(E)	EXECUTIVE OFFICER, ESTABLISHMENT
A/P/D	ASSISTANT PRODUCER/DIRECTOR
A/B/O	ASSISTANT BROADCASTING OFFICER
AS(HE)I	ASSISTANT SECRETARY, HIGHER EDUCATION I
AS(HE)II	ASSISTANT SECRETARY, HIGHER EDUCATION II

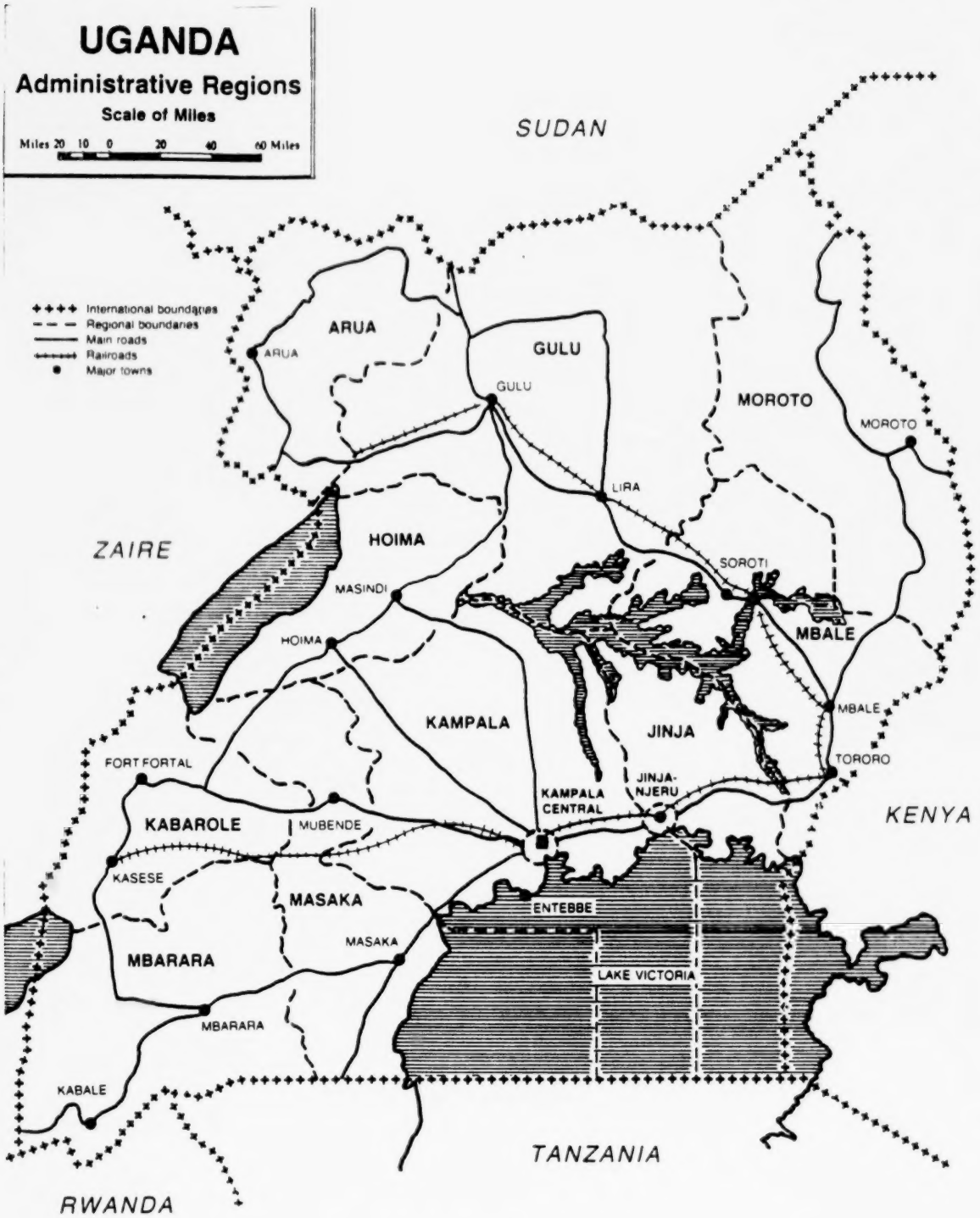
Source: Ministry of Education

POPULATION DISTRIBUTION BY REGION AND DISTRICT

REGION	HEADQUARTERS	DISTRICT/HQTS	POPULATION
NOTHERN	GULU	APAC	313,333
		GULU	270,185
		KITGUM	307,594
		LIRA	370,252
			1,261,364
SOUTHERN	MASAKA	MASAKA	631,156
		MUBENDE	510,260
		RAKAI	274,598
			1,416,014
NORTH-EASTERN	MOROTO	KOTIDO	161,445
		MOROTO	189,463
			350,908
NORTH-WESTERN	ARUA	ARUA	472,283
		MOYO	106,492
		NEBBI	232,980
			811,755
EASTERN	MBALE	KAPCHORWA	74,517
		KUMI	238,809
		MBALE	557,241
		SOROTI	476,629
		TORORO	668,334
			2,015,530
SOUTH-EASTERN	BUGEMBE	IGANGA	643,801
		JINJA/BUGEMBE	228,520
		KAMULI	349,551
			1,221,872

REGION	HEADQUARTERS	DISTRICT/HQTS	POPULATION
WESTERN	FORT-PORTAL	BUNDIBUGYO	112,126
		KABAROLE/FORT-PORTAL	520,141
		KASESE	278,708
			919,975
MID-WESTERN	HOIMA	HOIMA	294,221
		MASINDI	223,250
			517,471
SOUTH-WESTERN	MBARARA	BUSHENYI	522,495
		KABALE	455,471
		MBARARA	687,803
		RUKUNGIRI	297,659
			1,973,428
CENTRAL	KAMPALA	LUWERO	412,474
		MUKONO	631,637
		MPIGI	655,558
			1,699,669
KAMPALA	KAMPALA	KAMPALA	454,974
		TOTAL	12,633,960

Source: National Census 1980.


UGANDA
Administrative Regions
Scale of Miles
Miles 20 10 0 20 40 60 Miles
International boundaries
Regional boundaries
Main roads
Railroads
Major towns
SUDAN
ZAIRE
RWANDA
TANZANIA
KENYA
ARUA
ARUA
GULU
GULU
MOROTO
MOROTO
LIRA
HOIMA
HOIMA
MASINDI
SOROTI
MBALE
MBALE
KAMPALA
JINJA
TORORO
FORT PORTAL
KAMPALA CENTRAL
JINJA-NJERU
KABAROLE
MUBENDE
KASESE
MASAKA
MASAKA
ENTEBBE
MBARARA
LAKE VICTORIA
MBARARA
KABALE

GROSS ENROLMENT RATIOS IN PRIMARY EDUCATION IN 1980, BY REGION AND DISTRICT

Region/District	Population in Age-Group 6-12 in 1980	Enrolment in Primary Education in 1980	Gross Enrolment Ratio (2)/(1) x 100
	(1)	(2)	(3)
Eastern			
Tororo	129,672	90,202 (2,601)	69.6
Mbale	108,047	58,747 (310)	54.4
Kapchorwa	15,829	13,056 (-)	82.5
Kumi	40,243	29,849 (990)	74.2
Soroti	80,074	42,181 (1,194)	52.7
Jinja	30,850	26,751 (5,478)	86.7
Iganga	116,542	59,961 (2,499)	51.5
Kamuli	63,268	28,774 (2,204)	45.5
Sub-Total	584,525	349,521 (15,276)	59.8
Buganda			
Luwero	73,008	34,731 (1,374)	47.6
Mubende	89,806	44,706 (1,262)	49.8
Masaka	119,288	66,176 (10,511)	55.5
Rakai	51,891	27,143 (-)	52.3
Kampala	63,333	41,299 (4,367)	65.2
Mpigi	122,225	89,594 (7,139)	73.3
Mukono	112,267	62,595 (4,264)	55.8
Sub-Total	631,818	366,244 (28,917)	58.0
Northern			
Arua	99,652	60,634 (5,228)	60.9
Nebbi	49,163	26,028 (827)	52.9
Moyo	22,896	12,956 (349)	56.6
Kitgum	62,360	30,790 (777)	49.4
Gulu	56,448	42,886 (-)	76.0
Lira	74,791	43,856 (2,997)	58.6
Apac	63,293	48,731 (2,034)	77.0
Moroto	42,067	3,976 (-)	9.5
Kotido	36,002	5,376 (-)	14.9
Sub-Total	506,672	275,233 (12,212)	54.3
Western			
Kasese	53,318	14,456 (870)	27.1
Kabarole	99,806	41,988 (1,677)	42.1
Bundibugyo	21,528	7,957 (-)	37.0
Hoima	52,386	33,425 (1,731)	63.8
Masindi	39,751	21,230 (-)	53.4
Kabale	102,014	54,486 (1,671)	53.4
Rukungiri	66,429	40,854 (646)	61.5
Mbarara	145,888	68,860 (-)	47.2
Bushenyi	111,230	82,543 (1,420)	74.2
Sub-Total	692,350	365,799 (8,015)	52.8
TOTAL UGANDA	2,415,365	1,356,797 (64,420)	56.2

Source: Educational Planning and Statistics Unit, Ministry of Education, and Mission's estimates.

Notes : (by column): (1) From Annex 21.
(2) From Education Statistics 1980, Educational Planning and Statistics Unit, Ministry of Education. Figures in parentheses are enrolments in private schools. Figure without parentheses are public plus private enrolments.
(3) (Column (2) ÷ Column (1)) x 100.

NATIONAL REPORT ON EDUCATIONAL PLANNING

AT THE REGIONAL LEVEL: ZAMBIA

Zambia National Team

Mr. H.L. Hamoonga
Mr. K.B. Chirwa

INTRODUCTION

Educational Planning and Administration at Regional level in Zambia, is not as strong as it is at National level where it is headed by an Assistant Secretary (Planning). This officer is supported by Senior Planning Officer (Buildings), Senior Planning Officer (Primary), Senior Planning Officer (Secondary) and Senior Statistician. These are very senior officers and are normally trained in planning matters. However, even at this level, planning unit is becoming weak. In the Ministry of General Education and Culture, the assistant Secretary (Planning) was seconded to the World Bank education Unit, a year ago, and his post has not been filled. There is some doubt that this post will be retained at this level.

At Regional level, Planning unit is very weak. It is usually run by one person - education officer (Planning). This officer is not trained for his role as planning officer. He is only a qualified teacher and an experienced Head of School. Education officers (Planning) at District levels have similar qualifications and experience. Academically, they have G.C.E. 'O' levels or School Certificate qualifications.

There are no indications that planning units within the Ministry will in future be strengthened. However, there is a proposal being talked about, although there has been no proposal in writing, to create a Directorate of Planning outside the Ministry.

PART I - EDUCATIONAL ADMINISTRATION

I. STRUCTURE AND FUNCTIONS

A. National Level

Two main structures can be distinguished in the Ministry of General Education and Culture. These are the administration and planning component on the one hand and the professional wing or Inspectorate on the other. This feature runs through all the three levels of educational administration namely, national, provincial and district levels.

In the Ministry, the senior management staff comprises the Permanent Secretary, Deputy Permanent Secretary, Chief Inspector of Schools, Deputy Chief Inspector of Schools, five Assistant Secretaries as well as three Directors, one for Curriculum Development Centre, one for Continuing Education and the other one for the DCS, plus four Senior Inspectors of schools who are at Assistant Secretary level. The five Assistant Secretaries are each responsible for specific functions.

The senior officers are responsible for the day to day operations of their respective sections.

The principal functions of the Ministry at the national level are formulation of educational policies and monitoring their implementation throughout the country.

It needs to be pointed out that the development and administration of primary education is decentralised and it is now the responsibility of provincial authorities under the Permanent Secretary in each

Province. However, the Ministry has responsibility for overall educational policy for both secondary and primary education while the sister MHE has similar responssibility for teacher education, technical colleges and the University of Zambia. The Government plans to make the provision of primary education the responsibility of District Councils.

B. Provincial Level

Zambia is divided into nine provinces. Political leadership in each Province is at the level of a Member of the Central Committee (MCC) of the Party 1/. Each Province has a Permanent Secretary as head of the administration.

Table 1. **Population distribution and Areas of the Regions of Zambia**

REGION	POPULATION ('000')	AREA IN KILOMETRES ('000')
1. Central (Kabwe)	512	94
2. Copperbelt	1 251	31
3. Eastern	651	69
4. Luapula	421	51
5. Lusaka	691	22
6. Nothern	695	148
7. North Western	303	126
8. Southern	672	85
9. Western	486	126
TOTAL	5,662	753

Source: Zambia 1985 Country Profile (September 1986) CSO.

1/ Zambia is a One Party Democracy with UNIP as the ruling party.

Table 2. **Number of Primary Schools, Classes and Enrolment, by Provinces, 1982**

PROVINCE	NUMBER OF SCHOOLS	NUMBER OF CLASSES	ENROLMENT
1. Copperbelt	248	5638	244 622
2. Central	264	2506	106 267
3. Lusaka	141	2548	121 730
4. Southern	476	3769	155 216
5. Luapula	247	2136	84 021
6. Northern	518	3571	143 769
7. Eastern	438	3026	117 316
8. North Western	223	1504	57 960
9. Western	331	2332	90 268
TOTAL	2886	27030	1 121 169

Source: Zambia 1985 Country Profile (September 1986) CSO.

The head of educational administration is the Chief Education Officer. He is supported by heads of sections in charge of all major support and professional services like accounts, staffing, general administration, inspectorate and planning sections.

The functions at this level include:

- interpreting educational policies;
- overall administration and co-ordination of education;
- implementation of educational policies and programmes;
- link between national and district levels;
- servicing the Regional Council of Education as Secretariat; and
- advising on all matters pertaining to education.

C. District Level

Zambia is divided into 56 administrative districts. Political head of each district is a District Governor, and a District Executive Secretary is at the head of the Civil Service. Each district has a District Education Officer who is supported by section heads who include an Education officer and Inspector of Schools.

The functions at this level include:

- interpretation of educational policies;
- overall administration and co-ordination of educational activities;
- implementation of educational policies and programmes;
- servicing the District Council of Education as Secretariat; and

- advising on all matters on education.

D. School Level

The administration of each school is the responsibility of each headmaster or Principal in the case of Colleges. He is supported by deputy headmaster or vice-principal.

Senior teachers in primary schools constitute a professional wing that supports the headmaster. In bigger educational institutions, this role is played by heads of department, heads of sections and senior lecturers.

Each school, especially primary and secondary schools, has or is supposed to have a Parent Teacher Association which has an advisory role.

II. PROBLEMS RELATING TO THE FUNCTIONS

There are many problems that impede the smooth and effective administration of education. These include:

- shortage of teachers/lecturers from primary to tertiary level. This results in recruitment of people who have no pedagogical training to take up teaching and heavy dependence on expatriates especially at tertiary level;

- lack of training opportunities for the majority of educational administrators at various levels.

Efforts are being made to find solutions:

- the Government has stepped up staff development activities to upgrade teachers/lecturers academically and professionally. Besides, under its Self-Help Action Plan for Education (SHAPE), the two Ministries plan to launch a major training programme for both teachers and administrators. To meet teacher demand at primary school level, a crash programme of training teachers is suggested and so is the expansion of existing Teacher Training Colleges;

- conditions of service for teachers/lecturers are made more competitive to attract people to join teaching and retain those already in the system;

- Educational institutions are being encouraged to establish viable production units so that proceeds from them can augment the limited Government subventions.

PART II - EDUCATION PLANNING, STRUCTURES, FUNCTIONS AND PERSONNEL

I. STRUCTURES

The responsibility for Educational planning lies with the Development Planning, Building and Statistics Unit which is headed by an Assistant Secretary answerable to the Deputy Permanent Secretary.

The Government rationale for the establishment of the Planning Unit included:

- the application of a rational, systematic and a balanced process of educational development and provision under which data are collected, analysed and become a basis for policy decisions;

- the co-ordination within the Ministry, between Ministries and NGO;

- the formulation of educational plan for integration in the National Development Plan.

II. THE FUNCTIONS OF THE PLANNING UNIT

The functions of the four sections are given below:

A. Planning Section

Functions include:

- planning educational development at all levels, primary, secondary and tertiary;

- administration and implementation of annual Building Programmes, capital estimates for the annual Budget;

- research activities;

- selection and acquisition of sites for educational purposes in liaison with the Buildings Section;

- purchase of Government property in liaison with the Buildings Section;

- liaison with organisations concerned with manpower development and utilisation;

- co-ordination and implementation of projects and programmes financed through grants from friendly countries.

B. Buildings and Maintenance Section

Functions include:

- construction and maintenance work;

- site acquisition in liaison with the Planning Section;

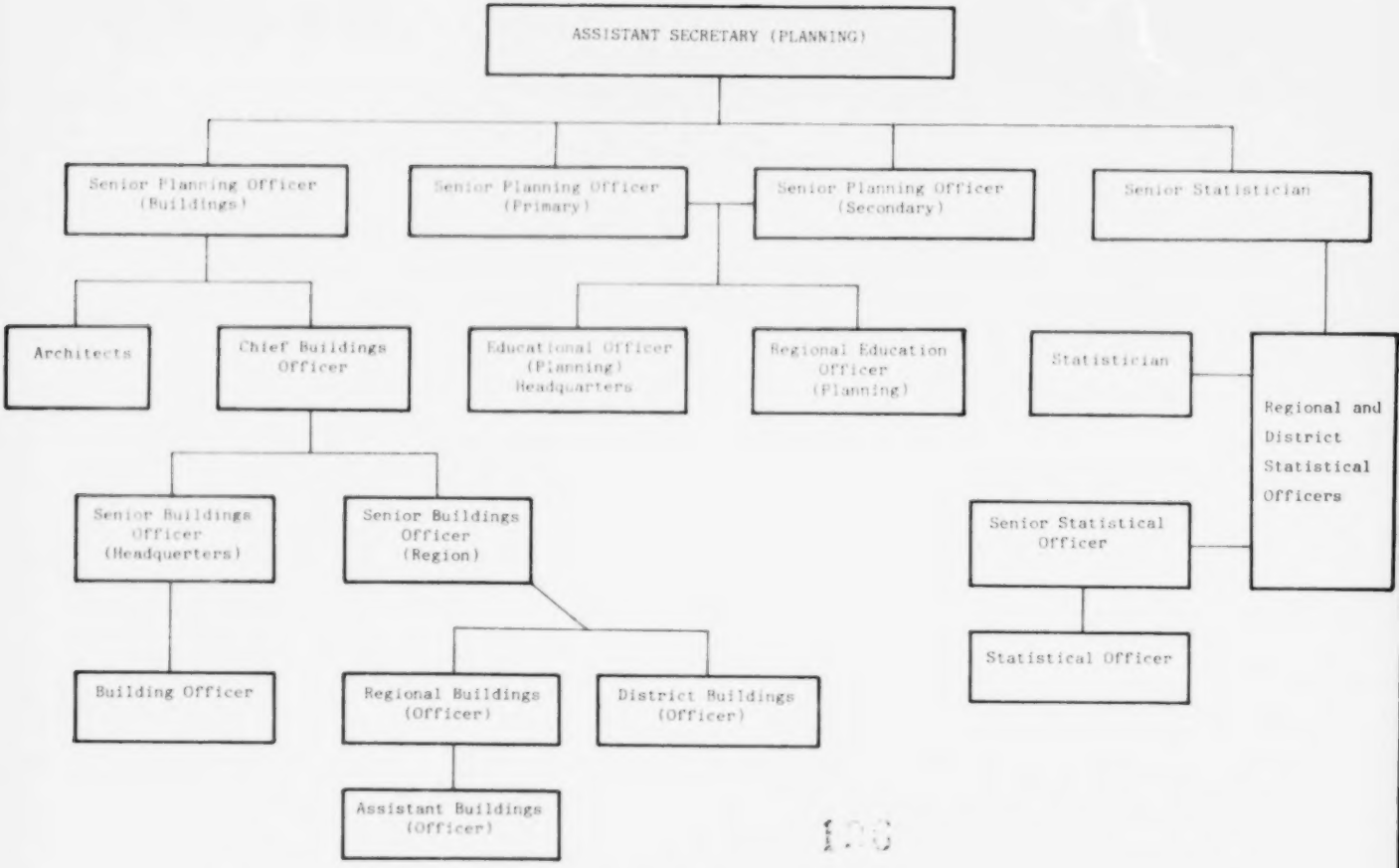
- liaison with C.S.T.B., Buildings Branch, MSD, and the DWA on capital and other projects;

- procurement of stores and services;

- long and short-term research on development of school buildings in liaison with the Planning Section;

- space utilisation studies in liaison with the Planning Section, Inspectorate and other parties;

ORGANISATIONAL STRUCTURE - DEVELOPMENT PLANNING AND RESEARCH UNIT: MGEC



- facilities planning including cost estimates;

- design and cost studies for school furniture;

- preparation of architectural briefs, in liaison with the Planning Section;

- planning criteria in relation to size, structure, curriculum, functional requirements and cost frames;

- liaison with the ZEPIU and consultants on educational buildings; and to

- advise on all matters pertaining to the construction of school buildings, production of school furniture and related issues.

C. Statistics Section

Functions include:

- collection, analysis of educational data and publication of statistical reports;

- dissemination of educational data;

- exchange of educational data with other countries and International organisations.

D. Manpower Development Section

In terms of guidelines issued by Cabinet Office in 1983, the functions of this section include:

- to assess performance problems of the Ministry, consider the contribution that training could make to their solution and make recommendations for training;

- to assess the future manpower requirements of the Ministry and make recommendations accordingly;

- to monitor the progress of Zambianisation in the Ministry and make recommendations accordingly;

- to formulate an annual training plan for the Ministry;

- to monitor and approve applications for training as may be necessary.

III. THE SHORTAGE OF QUALIFIED PERSONNEL

In common with other Units of a professional nature in the public service as a whole, effective operation of the Planning Units is hampered by shortage of manpower. This has its root mainly in the restricted staff establishment in the various units which results in only a small number of professionals being recruited. Conspicuous in the Planning Unit is the absence of such specialities like financial accounting, economics, architecture, and research.

Even if the questions of the staff establishment were resolved, one

problem would still remain. Few qualified specialists would be attracted to enter the Units and it is likely that they would stay there long because of limited career prospects and lack of incentives.

Because of the restricted staff establishment and the need to strengthen the Unit, the MGEC has had personnel seconded to its Planning Unit from a friendly country under a technical assistance programme.

It is pertinent to mention that most of the personnel at senior level in the Planning Units are drawn from educational administration and the classroom. Therefore, Planning Units are the domain of educationists with a limited number of specialists of other disciplines if any. Most senior officers in the units have received relevant training in educational planning and administration.

One of, if not, the greatest problem(s) in educational planning in Zambia is that it is fragmentary in its coverage of the Education and Training Sector, with sub-sectors being planned independently of one another.

In order for the country to plan educational provision effectively, there is need to resuscitate and strengthen the Inter-Ministerial Committee (which is reported to exist) to make it a vehicle for liaison between the Ministry of General Education and Culture and the Ministry of Higher Education.

It is also suggested that specialists needed by the planning process be brought in even if it means on secondment from other institutions for specific periods of time. There is also the need to increase staff establishment to an extent that would be commensurate with the functions and volume of activities. One research paper has gone further to suggest the establishment of a special unit to monitor the implementation of educational reform 2/. Authors of this document advocate an enlarged Central Planning Division to cover the entire educational system.

PART III - EXISTING AND ENVISAGED PROGRAMMES FOR TRAINING IN EDUCATIONAL PLANNING AND ADMINISTRATION/MANAGEMENT

I. EXISTING TRAINING PROGRAMMES

Presently, the country does not provide any formal training programmes in educational planning and administration/management - although facilities and institutions which could be used for this purpose exist.

These include:

- the University of Zambia;
- National Institute of Public Administration (NIPA);
- Chalimbana National In-service Training College (NISTCOL); and
- some institutions under parastatal and private organisations.

2/ MGEC, he Provision of Education for All: 1986-2000, 1985.

A. Training Provided

Training provided and being provided in the areas of educational planning and administration/management has taken and continues to take the following approaches:

1. Workshops/Seminars

A common feature in meeting training needs at (though not exclusively) middle and lower levels has been and continues to be the organisation of workshops/seminars. The duration of these ranges from a day to two weeks. The workshops/seminars address themselves to a wide range of planning, administration/management issues like, curriculum development and evaluation, enrolment projections, school-mapping, data collection and analysis, effective utilisation of facilities, management of human, financial and other material resources.

2. Mobile Training Programmes

The Ministry of General Education and Culture has introduced a Mobile Training Programme held from region to region.

3. Supervisory/Resource Personnel

Local specialists and occasionally specialists commissioned from abroad provide instructions at the workshops.

4. Short Courses

The country offers primary and intermediate courses in statistics for middle and lower level staff responsible for collection of educational statistics. These courses are organised by the country's Central Statistical Office (CSO) and duration ranges from three to twelve months. For more advanced courses in this field, officers are sent abroad.

5. Long Courses

Training in educational Planning/administration of senior educational planning/administration/management staff of the two Ministries of Education is done abroad for lack of facilities at home. Officers are sent abroad for long courses to acquire in-depth knowledge in their fields of specialization.

6. Participants

The following are target cadres for the training that has been and continues to be pursued:

- Senior Education Administration/Planning Personnel (National level);
- Inspectors;
- Chief Education Officers;
- Controllers (of various tertiary training programmes);
- Education Officers;

- Statisticians;

- Principals and Headmasters of Educational Institutions;

- Curriculum developers.

II. PLANNED OR ENVISAGED TRAINING PROGRAMMES

The qualitative and quantitative dimensions of training needs in educational planning and administration/management are fully recognised and have been subjects for discussion at various fora. Proposals for the commencement of long training programmes for educational planners and administrators/managers have been made and accepted in principle but time-scale for the implementation has not yet been articulated.

For a decade, the country's educational system has been a subject of a country-wide critical review. This has been necessitated by the need to make it responsive to the needs of the country and an effective instrument for national development. The review culminated in the formulation, adoption and launching of educational reform between 1974 and 1977.

Since 1978, the country has been pre-occupied with the implementation of its educational reform which aims at making qualitative and quantitative improvements to the educational provision. This exercise has had the effect of increassing the country's training needs which include the following:

- improvement of techniques acquisition of and competence in both short-term and long-term planning in the field of educational planning or/and administration;

- improvement of general administration and management of educational institutions at all levels;

- development and constant evaluation of Curricula of educational and training programmes at all levels to ensure relevance to the local situation;

- efficient utilisation of the limited and scarce human and material resources in a situation where these are diminishing and educational needs increasing;

- training of trainers and researchers in the fields of educational planning or/and administration/management;

- school mapping or/and systematic collection, analaysis and interpretation of educational data for planning purposes; and

- initiation and sensitization of all senior, middle level and support staff to educational planning or/ and administration/management.

LIST OF ABBREVIATIONS

1.	C.S.T.B.	Central Supply and Tender Board
2.	D.M.T.	Directorate of Manpower Development and Training
3.	M.S.D.	Mechanical Services Department
4.	NGO	Non-Governmental Organisations
5.	Z.E.P.I.U.	Zambia Education Projects Implementation Unit
6.	C.E.	Continuing Education
7.	C.D.C.	Curriculum Development Centre
8.	M.G.E.C.	Ministry of General Education and Culture
9.	M.H.E.	Ministry of Higher Education
10.	A.S.	Assistant Secretary
11.	P.S.	Permanent Secretary
12.	D.P.S.	Deputy Permanent Secretary

NATIONAL REPORT ON EDUCATIOAL PLANNING

AT THE REGIONAL LEVEL: ZIMBABWE

Mr. M.B. M'Kumbuzi

The Republic of Zimbabwe has an area of 390759 Square Kilometers, lies between Zambia in the North, South Africa in the South and is bounded by Botswana in the West and Mozambique in the East.

I. HISTORICAL BACKGROUND

The country came under British Colonial rule in 1890 when it was occupied by a group of colonial settlers who called themselves The British South Africa Company, funded and set up by Cecil John Rhodes under a Charter from the British Crown. Company rule, however, came to an end in 1923 and the colony of Southern Rhodesia was given limited self-rule by the British Government.

In order to consolidate their position, the colonial settlers divided the country in terms of the Land Apportionment Act in 1930 on the basis of racial segregation and racial discrimination. According to that Act, all land (and this amounted to more than half of Zimbabwe) lying on high ground and around the towns and cities including European commercial farms and mining areas was designated "European land" and except for the national parks and unassigned land, the remaining land was designated "African Land". This racial division of the land was later to determine the socio-economic development of Zimbabwe including educational planning and administration.

Within the two racial divisions of the land, European Land was categorized into urban areas (which came under municipalities) and rural areas (which came under rural councils) in terms of further legislation. Except for African townships for housing urban black workers, "African Land" was in turn subdivided into several units under the 1961 constitution according to the various tribal groups in the country and so emerged in pre-independent Zimbabwe the provinces which became known as Mashonaland, (Shonas), Matabeleland (Ndebeles), Manicaland (Manyikas), Midlands (Mixed tribal groups) and Victoria (Karangas). These subdivisions were apportioned further into smaller subunits called districts and this was systematically effected through such legislation as the Tribal Trust Lands Act 1967 and the Land Tenure Act of 1969. For the purpose of local government, the province of Mashonaland was simultaneously split up into Mashonaland East, Mashonaland Central and Mashonaland West and Matabeleland into North and South to create eight administrative provinces with Manicaland in the East of Zimbabwe, Victoria in the South and Midlands in the middle zone of the country. But for the purpose of educational planning and administration, the tribal divisions of Mashonaland, Manicaland, Matabeleland, Victoria and Midlands were used and the metropolis of Harare was established as a territorial unit of education to bring the number of regional headquarters to six. It may therefore be said that for the purpose of educational planning and administration the country was basically divided by the previous colonial governments into six regions of education on the bases of racial discrimination and tribal considerations and this was the situation when Zimbabwe attained independence on 18 April in 1980.

The Ministry of Education itself in fact consisted of two racial divisions: the European Division which was responsible for the planning and administration of European Education in European urban and rural areas throughout the country and the African Division which was responsible for the planning and administration of African Education but through African Councils and through missionaries in the rural districts of the various tribal provinces. This abnoxious arrangement resulted in

the poorest and most inferior planning and administration of African Education in African Rural Areas of Zimbabwe. In 1979, for example, there were 2 401 primary schools in the country and only 177 secondary schools. There were 819 586 children enrolled in primary schools but only 66 251 pupils in secondary schools, in a country of about 6 million people. Today after independence, with a population of over 7.5 million, 2 265 053 children are enrolled in more than 4 297 primary schools and 537 427 pupils in more than 1 276 secondary schools (1986) - an unprecedent growth anywhere in the world.

Again, before independence, the provision of school facilities was left almost entirely to the district councils and to the missionaries who were regarded as the responsible authorities of more than 80% of the schools in the country. The district councils were in fact very poor and they received very little financial grants from the central government to run their schools.

The members of the councils were often ignorant people and ill-informed on educational matters and no progress or very little was achieved in respect of the development of the council schools. The schools were poorly equipped and had poor and insufficient infrastructures. The curricula were academically oriented and had no relevance whatsoever to the socio-economic needs of the people and to the country's development. One can only say the education policy of the colonial governments was calculated to throttle the educational aspirations of the African people in Zimbabwe.

II. THE PRESENT EDUCATIONAL REGIONS

On the attainment of independence, the New ZANU (PF) Government led by the Hon. R. Mugabe, sought with swift speed to redress the educational imbalances of the colonial governments and this was done in conformity with the ZANU (PF)'s political manifesto which states that:

"The State will, under a ZANU Government, maintain a uniform educational system and abolish the distinction between African Education and European Education. It will be the Government's major concern to maintain an educational system of high quality in respect of both organisation and content. And the following will be the cardinal principles:

1. The abolition of racial education and the utilization of the educational system to develop in the younger generation non-racial attitudes, a common national identity and common loyalty;

2. The establishment of free and compulsory primary and secondary education for all children regardless of race;

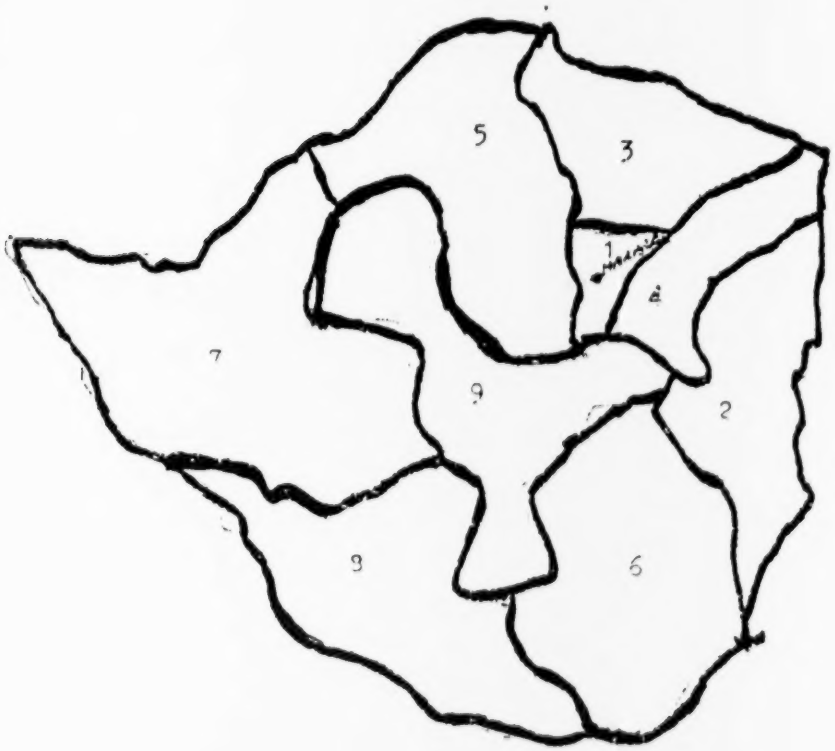
3. The abolition of sex discrimination in the education system;

4. The orientation of the education system to national goals;

5. The basic right of every adult who had no or little educational opportunity to literacy and adult education;

6. The special role of education as a major instrument for social transformation.".

The manifesto was universally accepted in Zimbabwe as a sound plan for annihilating a racial colonial system of education. And so when ZANU (PF) swept to power in 1980 it moved swiftly to abrogate the racial laws which divided education and the racial divisions within the Head Office of the Ministry of Education itself were dismantled. The regions of education were then geo-politically re-defined for educational planning and administrative purposes. And this was done in such a way as to re-align them with the boundaries of the local Government provinces and districts. The following new regions of education were therefore created: Harare, Manicaland, Mashonaland Central, Mashonaland East, Mashonaland West, Masvingo (Former Victoria), Matabeleland North, Matabeleland South and Midlands. The map below shows how the country is now actually divided for educational planning and administration.



1. Harare
2. Manicaland
3. Mash Central
4. Mash. East
5. Mash. West
6. Masvingo
7. Mat. North
8. Mat. South
9. Midlands

Altogether, therefore, there are now nine educational regions in Zimbabwe and all of them except for the urban region of Harare fall within the local Government provincial boundaries. And the names of the regions reflect mainly their geographical position in relation to each other.

The political head of each province is a Provincial Governor and he is politically appointed. As head of the province he has special political, administrative, and developmental functions. And with the assistance of the heads of the various ministries, he spearheads all the Government development programmes. But the provincial head of the Ministry of Education is a Regional Director. And he is so designated because the Ministry of Education still refers to our planning and administrative territorial units as regions and not provinces, but the two refer to the same subdivisions of the country.

As shown in Table I, the regions differ in area and in population. Matabeleland North, for example, is the largest region in area (73,537 Km2) and in population (885,539) but it has a smaller number of primary and secondary schools and fewer pupils than Mashonaland East. Harare is on the average better provided with educational facilities than any of the other regions. It also has the greatest proportion of trained teachers while the rural regions of Mashonaland Central and Manicaland experience problems of the untrained teacher both in the primary and in the secondary school.

The policy of the colonial governments was to neglect the educational aspirations of the rural masss. The Education system was devised primarily to serve the interests of the European child and the financial per-capita grants manifested the entire wickedness of the system according to which the financial per-capita is considerably less for a black than for a white child. In these circumstances, black schools could simply not match white schools in terms of development. In spite of the unprecedented strides which have been made in education in Zimbabwe since independence, the policies of former regimes left some deep scars on the system of education and some of the disparities among the regions today are due to these scars. The disparities between the various regions may also be attributed to the effects of the liberation conflict which lasted for almost two decades, that is to say from 1962 to 1979. During the armed struggle, many schools in the hot war zones of Mashonaland Central, Mashonaland East and Manicaland were destroyed and ravaged by war action and had to close down. Such schools were only able to come to file after independence when this was made possible by the Zimbabwe Conference on Reconstruction and Development Programme (ZIMCORD). The reconstruction programme, however, was extensive and enormous and not just for bringing up those schools which had been destroyed during the war.

After independence, the Prime Minister proclaimed a policy of national reconciliation in Zimbabwe to effectively rid the country of any further hostilities and to clear the way for national unity and national development. In this connection, The Three Year Transitional National Development Plan was launched as Zimbabwe's initial development plan from 1982 to 1985 and this was to be succeeded later by the current First Five Year National Development Plan (1986 - 1991). The policy of reconciliation mystified the world and especially those who had expected retribution from our new Government. Unfortunately, however, a few misguided military units, succumbed to South Africa's political machinations of trying to distabilize Zimbabwe and those elements allowed themselves to be organized by South Africa and to be infiltrated

Table 1. **ENROLMENT AND NUMBER OF TEACHERS BY REGIONS**

(Primary and Secondary Education)

	REGION	AREA IN Km²	POPULATION ACCORDING TO 1982 CENSUS	PRIMARY EDUCATION				SECONDARY EDUCATION			
				SCHOOLS	ENROLMENTS (GRADES I - VII)	TEACHERS	UNTRAINED TEACHERS	SCHOOLS	ENROLMENTS (FORMS I - VI)	TEACHERS	UNTRAINED TEACHERS
1	Harare (Urban)	599	656 011	202	178 594	4 596	534	69	71 741	2 774	586
2	Mash East	24 375	839 973	422	227 720	5 937	3 004	159	53 971	2 010	911
3	Mash Central	27 284	563 407	291	166 590	4 255	2 659	787	29 862	1 059	615
4	Mash West	60 467	858 962	351	202 515	5 168	2 408	134	48 227	1 738	776
5	Masvingo	44 310	1 031 697	639	331 983	8 451	3 975	196	79 781	2 747	940
6	Mat. North	73 537	885 339	533	249 868	6 405	2 841	108	56 539	2 057.	420
7	Manicaland	34 870	1 099 202	749	383 303	10 026	5 168	209	74 337	2 674	1 032
8	Mat. South	66 390	519 636	411	172 969	4 400	2 146	96	29 566	1 052	435
9	Midlands	58 976	1 091 844	699	351 511	9 019	4 117	227	93 403	3 376	1 232
GRAND TOTAL		390 768	7 546 071	4 297	2 265 053	58 257	26 852	1 985	537 427	19 487	6 947

into the provinces of Matabeleland to disrupt development projects there including the construction and reconstruction of educational institutions. Happily, though, the dissident problem in Matabeleland is not a serious threat to peace and tranquility in Zimbabwe. It is nevertheless an undesirable factor which is right now retarding educational planning and development in Matabeleland which is not doing as well as the other regions.

III. DECENTRALISATION OF EDUCATIONAL ADMINISTRATION AND PLANNING IN ZIMBABWE

The Ministry of Education in Zimbabwe is directly in charge of Primary Education, Secondary Education and Teacher Education. It will therefore be in relation to these areas that this report will deal.

In terms of the Education Act of 1979, schools and teachers' colleges can be owned by the Government or by a private responsible authority such as a local government district council, missionaries, rural councils, municipalities, farmers, mining companies, boards of governors or even by a private individual. But the Ministry of Education will nevertheless be completely answerable for the operation of the education system in Zimbabwe as a whole. The Ministry must therefore plan the system and administer it in terms of the education law.

In considering Head Office's functions vis à vis regional functions in respect of educational planning and administration, it is necesary to examine the administrative structures of both the Head Office and the Regional Offices.

A. The Ministry of Education Head Office

The Minister of Education is the political head of the Ministry and is assisted by a Deputy Minister of Education who is also a political figure. Both the Minister and his Deputy sit in Parliament where they represent the Government's political ideas on Education. After the Ministers is the Permanent Secretary for Education who is the ministry's top civil servant and has the responsibility of running the Ministry of Education for which he is accountable to the Ministers. Below the Secretary are four Deputy Secretaries who head each a division of the Ministry of Education.

THE EDUCATION DEVELOPMENT DIVISION

In planning terms this division is responsible for formulating policies relating to curriculum development and to the methodology of education. Under this division comes the Curriculum Development Unit, Teacher Education and Non-Formal Education.

THE SCHOOLS DIVISION

This division is responsible for policies relating to the professional work which goes on in schools. Under the Schools Division comes Professional Staffing, Professional Administration, Standards of Education Control Unit, and for administrative purposes the Regions also come under this division.

THE ADMINISTRATION AND FINANCE DIVISION

Is mainly responsible for the Ministry's finances and for accounts and has a further responsibility for staffing non-professional staff in all the Government Educational Institutions. It is through the recommendations and influence of this division that the education budget is determined by the Treasury.

THE PLANNING DIVISION

This is so called bacause it has in fact the major function of planning the system of education in the country. It consists of several units: Statistics, Planning, Buildings, Evaluation, Projects and Aid, Examinations, Psychological and Audio Visual Services. The Planning Division has been growing in recent years in response to the increasing demands in education since independence. There have been increasing demands of new schools, of new training colleges, of trained teachers, of more and more and better facilities and equipment. There have been further demands of better specialist services and of improved administrative systems in the conduct of examinations. All these require very careful and systematic planning and administrative skills. The Heads of Divisions under the chairmanship of the Secretary for Education constitute the Ministry of Education's decision-making body and such decisions must be made within the parameters of the Government's Political philosophy and ideology and that is to say Socialism. The decisions of the Heads of Divisions are transmitted by the appropriate Head of Division to his Chief Education Officers and/or as appropriate to the Regional Directors in the Regions. Invariably, the decisions are incorporated into Policy Circulars and/or into Chief Education Officer's Circulars for transmission to the main Offices of the Ministry of Education especially to the Training Colleges and to the Regions where ministry policy is implemented. In terms of sharing responsibility, it may therefore be said that in Zimbabwe the Head Office of the Ministry of Education is the policy-making body while the Training Colleges and the Regional Offices and schools implement that policy, across the board, on the ground.

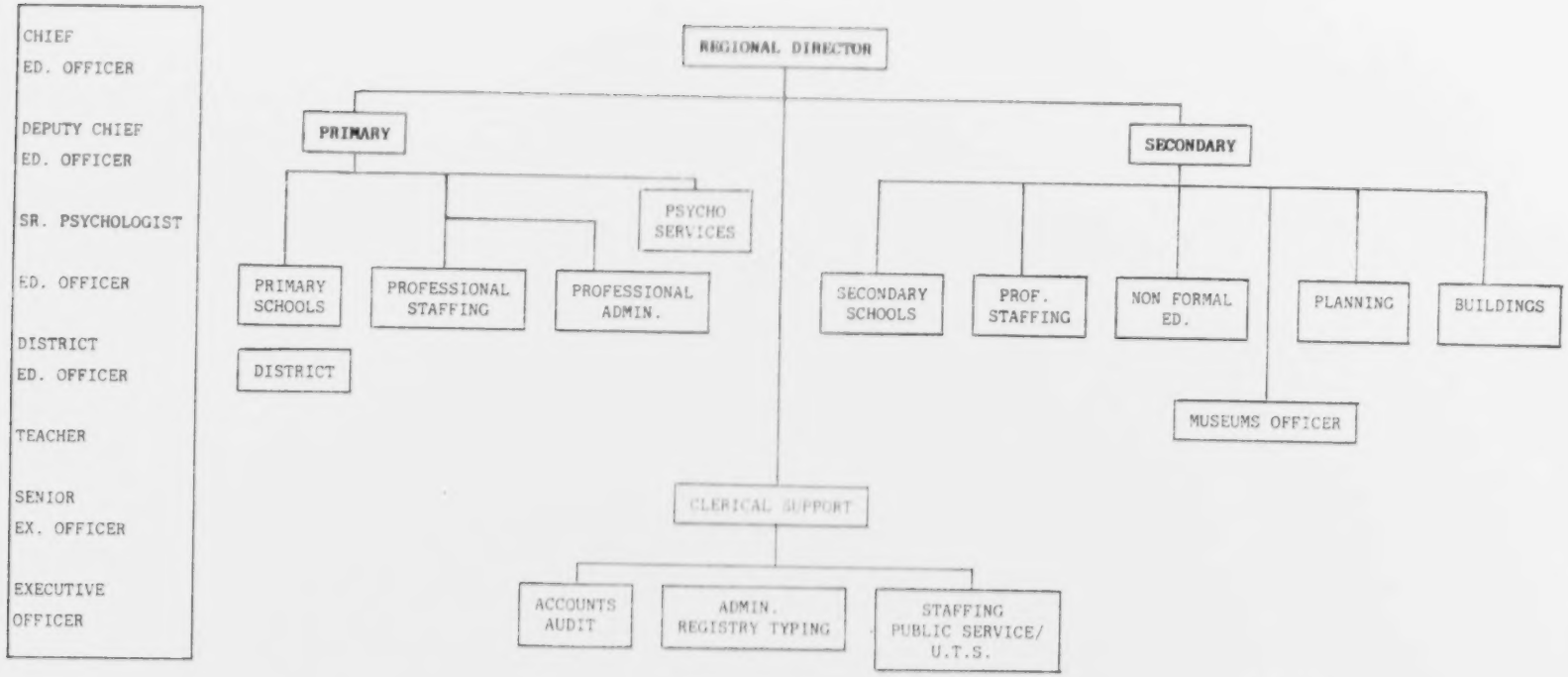
B. The Regional Offices

The Regional Office structure is diagramatically set on Chart 1.

As shown on the Chart, the Regional Director, who has the rank of Chief Education Officer, represents the Ministry of Education at the regional level. He is in fact the highest/top education official in a region of Education. The Regional Director is responsible for the day to day administration and functioning of the system of Education in his region, on behalf of the Secretary for Education to whom he is ultimately answerable for what goes on through the appropriate Deputy Secretary. He is in other words subject to instruction and direction. He is a member of the Provincial Development Committee which is chaired by the Provincial Governor and he or his Deputy presides over the Provincial Education Sub-Committee. The Regional Director has to relate to the Provincial Governor and must liaise with him since the Provincial Governor is the political Head of the province and has special responsibility for coordinating the development plans of all the ministries. The Regional Director in Zimbabwe stands in a very special position of linking the Ministry with the Provincial Governor's Office. In this regard he is responsible for implementing and enforcing education policy in his region according to the Secretary's direction. In discharging his obligation, he is assisted by two Deputy Regional

CHART I

THE REGIONAL OFFICE STRUCTURE



Directors for primary and for secondary education respectively. The Deputy Regional Directors have each a team of education officers under them through whom they effect on behalf of the Regional Director Ministry Policies as formulated by Heads of Division in Head Office and as required by the Secretary for Education.

The personnel in the regions consists of the following categories:

- One Education Officer for primary education in each district assisted by four District Education Officers;

- One Education Officer for the whole region each for: (i) Planning, (ii) Buildings, (iii) Non-Formal and (iv) Professional Administration;

- Two Education Officers for Professional Staffing (Primary and Secondary) for all schools;

- Ten Secondary subject Education Officers for all subjects in Secondary Schools.

1. Planning. The Planning Officer under the direction of the Deputy Regional Director for secondary and within the framework of Ministry policy, determines the educational needs of the region in terms of school places, of schools expansion and/or new schools both primary and secondary on the basis of his analysis of available statistical data of local demographic figures in the case of primary education requirements and on the basis of primary school leavers in the case of secondary education requirements. In Zimbabwe, children can start school from between the ages of 5 and 7 and the Planning Officer should work out regional needs for the following year, in consultation with local authorities. And by analyzing primary school leavers, the secondary education needs can also be decided upon. The information which the officer can come up with is used to determine regional teacher establishment requirements as well as the estimates of educational expenditure for the annual education budget. (In the financial year 1986/1987 the education budget stood at 729 million and 35 million of this amount went to the running of the University of Zimbabwe). In addition to the above tasks, Planning Officers are also required to carry out planning projects at district level in order to evaluate the effectiveness in the implementation of the present educational planning policy and how future educational plans may be improved.

2. Buildings. The Regional Buildings Officer assesses the need for the educational infrastructures, facilities and equipment. He performs his duties under the supervision of the Deputy Regional Director for secondary education. Together with the members of the Department of Physical Planning of the Ministry of Local Government, Urban and Rural Development, the regional Buildings Officer forms a team which is responsible for locating and pegging agreed school sites. Together with the members of the Ministry of Construction, the Buildings Officer must assess the suitability of the land before a school can be built. The whole exercise of siting schools in fact, requires the Buildings Officer to liaise with several ministries and other educational agencies, that is to say, Local Government, Construction, Water Development, Lands and the various responsible authorities of the schools themselves. The Buildings Officer and the Planning Officer must and indeed do work together if their recommendations are to be realistic. The Buildings Officers must see to it that a school is built on an area suitable in terms of accessibility, minimum construction

costs, closeness to water resources and central to feeder schools or feeder communities. It is the Buildings Officer's job to advise responsible authorities on all of these matters and on the size of the school. He is also required during the construction of school buildings to inspect the different stages of the building project and to produce a report and recommend the payments of the building grant by the Government. The Buildings Officer has also to provide advice on maintenance and repair even after the buildings have been completed.

3. Staffing. The regional teacher establishment is determined in Head Office on the recommendations of the regional Planning Officer. Once the regional teacher establishment quota has been determined, the Staffing Officer will proceed with the appointments of the teachers, both trained and untrained teachers according to the provisions of the Ministry of Education Staffing Policy and staffing regulations. But the regional Staffing Officer has no juridiction over the recruitment and appointment of expatriate teachers. Head Office is in fact responsible for the expatriates. The Staffing Officer is also responsible for transfers, for leaves, retirements and resignations. Promotions and the discipline of teachers are, however, outside the purview of his responsibilities. In these cases, it is the Regional Director and his Deputies who chair the Regional Promotions Sub-Committee or the Regional Disciplinary Sub-Committee to which the Staffing Officer can be minute secretary. After interviews with any teachers concerned, the regional Directorate makes appropriate recommendations to the main Head Office Promotions Committee or Disciplinary Committee as applicable.

4. Primary Education Officer and District Education Officers. Every district at the present time in Zimbabwe is entitled to a quota of one Education Officer and Four District Education Officers. These officers are usually stationed in their districts. They are responsible for the professional and administrative operation of all the primary schools in their district and can also be called upon to enter secondary schools for administrative reasons. They are able to have contact with schools daily and on that basis they supervise the system of education on the ground. They do this through inspection visits; they inspect schools, heads and teachers for a variety of reasons for example to assess administrative organisation and efficiency, teaching efficiency, for upgrading heads, etc.

The Officers also carry out investigations on cases of discipline and they advise heads, teachers and responsible authorities on any change of policy and on any new trends in education. The officers have to produce written reports regularly in respect of their inspections and other activities for submission to the Deputy Regional Director for primary education who reads and studies the reports and decides on follow-up action. Copies of the officers' reports are forwarded to Head Office's Standards Control Unit under the Deputy Regional Director's covering minute or to the relevant Division of Head Office as the case may be. The Education Officers are also charged with the responsibility of distributing syllabuses and other educational material most of which are produced by the Curriculum Development Unit.

5. Secondary Schools Education Officer. Each region has a quota of ten officers who are appointed on subject basis, primarily to supervise the teaching of their subject discipline. The secondary officers like their primary counterparts also perform such other administrative duties as the Regional Director may determine. In so far as the subject supervision is concerned, the following subjects are

taught in Zimbabwean secondary schools:

LANGUAGES	HUMANITIES	SCIENCE AND MATHEMATICS	PRACTICAL/ TECHNICAL OR COMMERCIAL SUBJECTS
English	History	Chemistry	Agriculture
Shona	Geography	Biology	H/Economics
Ndebele	Literature	Physics	Woodwork
French	Music	Human Biology	Metalwork
Latin	Art & Craft	Mathematics	Commerce
	Religious Education	Political Economy	Book-keeping
			Typing
			Accounts

There are, thus, far more subjects to be supervised in secondary schools than the number of education officers appointed for their supervision in the regions. This problem is overcome by bringing together kindred subjects under their major groupings as shown above to enable one or two officers to supervise a kindred group. A system of subject departments operates in our secondary schools and this enables the administration and supervision of the teaching of the subjects to be remarkably efficient. It is on record, that Zimbabwe had enjoyed some of the best overseas examination results.

In regard to supervision, various types of inspections are carried out e.g. institutional, departmental, Hostel and Kitchen (Boarding Schools) for assessing administrative efficiency and general performance. Individual inspections are also conducted, e.g. Head, Head of Department, teacher (either routine or for permanency as a member). Officers prepare reports for submission to the Deputy Regional Director for secondary education who studies them and decides on follow-up action. Copies of the reports go to Head Office.

The secondary education officers also undertake inquiries into cases of indiscipline involving any members of the secondary schools. They also get involved in the distribution of syllabuses and educational materials produced by Curriculum Development Unit. They play a very vital role in the administration and conduct of all the secondary public examinations. In this connection, the dispatch to schools of all the examination papers is directly supervised and coordinated by them. In the case of the Zimbabwe Junior Certificate examinations, the regional education officers are the Chief Examiners. They head the marking teams of their subject and are answerable for the entire exercise to the Secondary Deputy Regional Director.

6. Professional Administration Officer. He has miscellaneous administrative responsibilities and is charged with the responsibility for coordinating various administrative functions such as discipline, official functions, Schools Education Tours and acts as Secretary to the Directorate's Heads of Sections meetings, Directorate's meetings with Education Officers and District Education Officers, Directorate's meetings with the Regional Executive Committee of the Zimbabwe Teachers Association, etc.

7. Non-Formal Education Officer. The officer is responsible under the supervision of the Secondary Deputy Regional Director for the organisation at regional level of the evening/afternoon classes, study groups, private independent colleges, correspondence colleges and adult literacy groups in liaison with the Ministry of Community Development and Women's Affairs.

Generally speaking, most of our regional non-formal evening classes operate in the urban centres where electricity is available. Afternoon classes are mainly found in the rural areas. Students follow four courses which lead to Grade 7, the Zimbabwe Junior Certificate, 'O' and 'A' levels. In 1985 there were over 80 000 students enrolled under the non-formal system. The system is thus making very sigificant contribution to the education of our adult people and this has been made possible, thanks to the effective role which regional non-formal officers are playing.

IV. EDUCATIONAL QUALIFICATIONS AND PROFESSIONAL EXPERIENCE OF THE REGIONAL EDUCATION OFFICERS

According to its election manifesto, the ZANU (PF) Government committed itself to a policy in education which would offer the people of Zimbabwe the highest possible standards of education both in quantitative and qualitative terms. Moreover, education was to be seen as an instrument of change, in its conception and practice, in order to assist the new Government in establishing a united, egalitarian and socialist society. The realisation of these goals through education, could only be achieved if education officers would be people of sound and acceptable levels of educational qualifications, sound professional experience and sound ideologically speaking if they were to be men and women of the correct political orientation.

It was not easy shortly after independence to find such personnel but through a careful search and selection a good number of professional cadres was appointed to understudy and eventually replace white officers in the regions. Men and women, by and large, with university degrees in Arts or in Science and with a professional qualification, who had taught in secondary schools for a number of years and in some cases had held posts of special responsibility as head, deputy heads, heads of departments, senior teachers with an impeccable political record and also men and women who had served merely as assistant teachers in schools but were of outstanding ability were prefered for appointment to the grade of education officers. Appointments to the grade of District Education Officer were drawn from the ranks of primary heads and primary supervisors with 'O' level and two or three years teacher training. There were also virtually no people available with university degrees in the practical and technical fields and the Ministry of Education had to depend for appointment as Education Officers (technical) on graduates from the technical colleges with 'O' level and a technical qualification in Building, Woodwork, Agriculture, etc. and who had at least attended a one year course in Education at a teacher training college. These men and women, despite their academic limitations are in fact doing remarkably well.

Induction courses at present are normally organised ranging from one week to two weeks for all newly appointed officers in the regions and these courses are intended to re-inforce the new officers' pre-service training. Professional Education Officers for both primary and secondary schools were offered courses on school supervision, types of

inspection, inspection procedures and also on report writing in order to equip them for their regional responsibilities.

The planning and buildings officers were required to undergo a much longer period of initiation and so these had to spend a further period of training and orientation in the Head Office's Planning Division. They spent a period lasting from three to six months before their final deployment to the regions. In these courses, Planning Officers were trained in the processes of collecting Statistical data and how to analyze such data for a given purpose.

They were also taught the use of computers in processing school enrolments and statistical data. Building Officers on the other hand were taught the various procedures in the selection of school sites and in the inspection of the various stages of construction of a school building and also on report writing. Regional staffing officers were also no less inducted to familiarize them with staffing procedures, promotion procedures, and the preparation of minutes of promotion and promotion supersession interviews and so forth.

V. IN-SERVICE TRAINING PROGRAMMES IN ZIMBABWE FOR REGIONAL PERSONNEL

Pre-Service training can not be completely adequate in itself and however excellent that training can be, it could never carry an individual through his life career. It has also been mentioned earlier that conditions in the field of education are constantly changing and therefore no pre-service training even backed by an induction course could equip an individual sufficiently to enable him to cope with changing educational circumstances. In view of this, our system of education recognises the necessity for in-service programmes for its personnel and in fact offers, were it not for fiscal limitations, vast opportunities for in-service training to its educational personnel right across the board. Various types of in-service courses are organised for education officers according to their areas of responsibility. In this respect courses/workshops are repeated periodically as refresher courses when officers are in the field after their deployment. Other in-service training courses are also organized in form of staff development. These are organized within the Ministry of Education itself. For instance the Curriculum Development Unit has frequently organized courses for our regional teachers and for our education officers throughout the country on syllabuses and teaching methodology. Similarly the Standards Control Unit hold courses every year for regional directors and deputy regional directors to give them an opportunity of appraising and evaluating the methods and procedures in school supervision.

In recent months momentous changes have taken place in Zimbabwe with the promulgation on 8 June 1987 of the new legislation on education and its concomitant consequences, namely, the inauguration in Zimbabwe of the new structure and content of education and the amalgamation of the two former teaching services into a single teaching service under the Public Service. The radical implications of this dramatic change will naturally call for seminars, workshops and courses to be held for teachers, district education officers and education officers and even for the top echelons of the Ministry of Education.

The Ministry Planning Division has also been holding many workshops on staff development to improve the regional officers' capabilities to enable them to manage the increasing demands of our expanding system. Accordingly, we have had Workshops organized in Harare, Mutare and

Bulawayo on statistics, planning, project management, micro-planning projects, evaluation, computers and computerization and on the Administration of examinations. Some of the officers both in Head Office and in the regional offices have actually been sent to attend courses and conferences abroad in the United States of America, United Kingdom, Bulgaria, Sweden, Malawi e.g. in computers, econometrics and educational planning.

Although most in-service training programmes are organized within the Ministry itself, inputs can also be received from outside in terms of resource persons from other Ministries such as Manpower, Local Government and Health as well as from the private sector. Resource persons for many of our courses have also come from England, United States of America and from Unesco and we look forward to further future outside participation in our training programmes.

VI. FUTURE TRAINING PROGRAMMES

Zimbabwe became independent seven years ago. Despite the advances which have been made in education, the system of education is still young and is undergoing radical change.

Only recently, the Parliament of Zimbabwe passed a new Education Act according to which Zimbabwe will be facing in 1988 the advent of a new structure and content of education. The new structure and content of education will provide Zimbabwe with a new deal in education, that is to say the system will have a new propensity to technical education and that propensity will have a new stress and a new emphasis on practical skills in the various technical fields of our educational endeavour.

Furthermore, there will be a single teaching service under the Public Service instead of the present two teaching services, namely the Unified Teaching Services (Private) and the Public Teaching Service. These unique developments have at once placed upon educational planners new obligations and new responsibilities for establishing suitable schools and for preparing suitable manpower. It will mean re-training and in-servicing the present educational personnel. If the new structure and content of education is to work and to be able to deliver the goods as envisaged in terms of assisting the country produce for itself not only academics but also a new vanguard class of technicians, artisans and tradesmen, then it is necessary for the education personnel as a whole from top to bottom to be given a thorough shake-up of retraining/in-servicing under special programmes.

Accordingly in the preparation for the new deal in education, planners will require to be in-serviced so that they can identify the country's actual educational needs if the goals for which the new structure and content is being inaugurated are to be achieved. The questions are what kind of schools will be needed for the new structure? What syllabuses, textbooks and teaching materials will be offered? What examinations will be set? Who will be the examiners? Have such personnel been trained? What criteria and procedures are to be used in selecting pupils for the various subject courses? What buildings will be required? And what equipmentation? Who will build and who will supply?

Assuming that suitable schools can be put up or identified and suitably equipped, then, the present educational personnel would have to be in-serviced to meet the demands of the new system. And such in-

service training programmes would just have to be spread out to include everyone from Head Office right down to schools. It will just have to be a kind of a chain of in-service courses. Head Office together with any other suitable agencies could mount courses for the regional personnel.

With regard to planning and building, it would be necessary for the regional officers concerned to be in-serviced to enable them to have the necessary know-how for dealing with the questions mentioned above. Although various courses have already been offered, these officers would require further training in the use of computers, in statistics, project management and micro-planning.

The Regional Staffing Officers and District Staffing Officers who will have added responsibilities in the wake of the new single teaching service will inevitably require in-servicing as well in order to equip them with the new knowledge they will require in dealing with their expanding and new role of staffing both Government and non-Government schools.

The present technical education officers and any new recruits in this category have to be in-serviced most urgently, to prepare them for supervising the teaching of the technical syllabuses under the new structure. One of the problems we have in respect of this category of officers is that most of them have no university degrees except for a few. It seems that they would be better qualified for their new supervisory roles if under a special in-service scheme they could be assisted to secure technical bachelor's degrees from the University of Zimbabwe or elsewhere for that matter. In the meantime however an in-service scheme would go a long way to assist.

The District Education Officers have no direct role in the supervision of the secondary new structure but any in-service courses to enable them to be aware of what goes in the post-primary system would be most advantageous to their work with the upper primary teachers. The District Education Officer in Zimbabwe today is at a disadvantage without a degree since some of their primary teachers and heads have degree qualifications. This is an anomalous relic of the colonial era and needs redressing urgenlty. The District Education Officer would be in a better supervisory position if he can obtain a degree through an in-service scheme at the University of Zimbabwe.

Once the regional office personnel have undergone their special in-service courses, they must in turn take the courses to headmasters to in-service them in school organisation and school administration according to the new requirements of our system. And they should also in-service the heads of departments who must know what is required in terms of teaching, monitoring and advising teachers. In some subject-areas, syllabuses will change, the methodology will change, the supervision will be different, the examinations and the system of examinations as well. Courses must just be mounted at various levels of the Ministry to prepare for these eventualities. Meanwhile induction and refresher courses will need to continue as a matter of policy in these areas and any other areas which may not be affected by our new educational innovation.

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